

BOSTON PUBLIC LIBRARY




3 9999 06298 253 1

No. \*6345.55

V.2

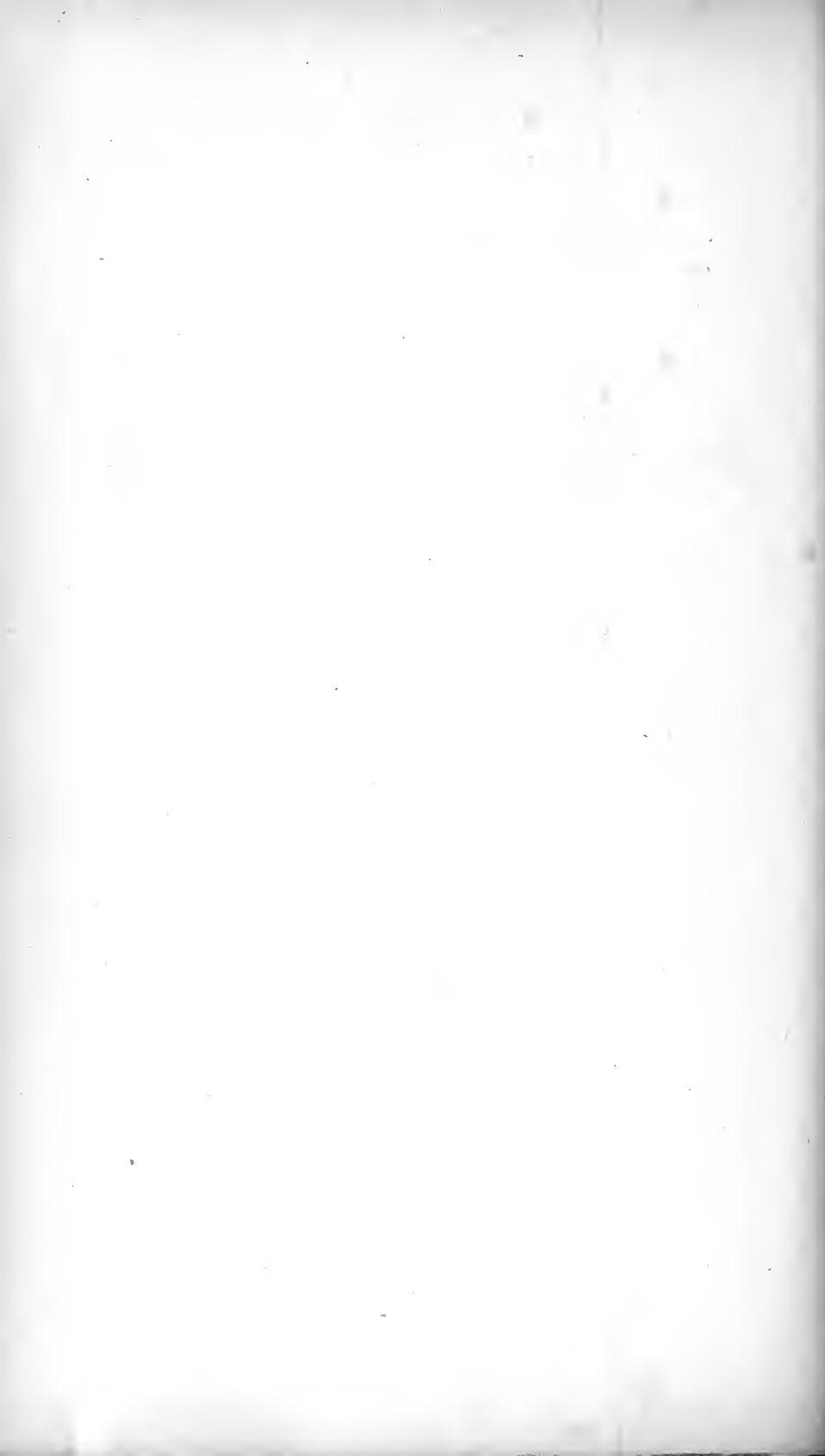






Digitized by the Internet Archive  
in 2011 with funding from  
Boston Public Library





FIRST

SEMI-ANNUAL REPORT

OF THE

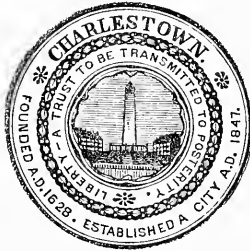
Superintendent of Public Schools

OF THE

CITY OF CHARLESTOWN.

34

JULY, 1866.



0

BOSTON :

PRINTED AT THE HERALD JOB OFFICE, 4 WILLIAMS COURT.

1866.





# R E P O R T .

---

*To the School Committee of Charlestown :*

GENTLEMEN,—In compliance with your regulations I respectfully submit the following, as my first semi-annual report.

When I accepted the office of Superintendent of Public Schools in this city, I did not act without knowledge of its peculiar difficulties. In the incipency of such an office particularly, it might be expected that, in any community, a variety of opinions would be entertained relative to its duties and its results. It would be very natural for some to look for immediate remedies of real or fancied evils ; some for the introduction of peculiar educational plans, or for new schemes of financial reform ; while others, still more sanguine, might anticipate all these things, and many others, as the legitimate fruits of a brief period of labor in so important a relation. But useful as such an office may be ultimately made as a means of retrenchment and educational progress, it should not be forgotten that public schools have received, for many years, the constant attention

of gentlemen of refined taste, large commercial ability, and ripe and extensive experience as practical educators. In this city, not less frequently than in others, the School Boards have embraced gentlemen distinguished for their financial experience and scholastic attainments. It is not therefore, to be supposed that its educational affairs have been loosely or injudiciously managed; and I may conclude that the office, to which you have called me, is designed mainly to perfect and carry out the plans inaugurated by your wisdom and that of your predecessors, and to give a more complete unity and a higher finish to the work already commenced, than it would be likely to receive from a company of gentlemen of diverse habits, who are daily occupied with the pressing cares of active business. Still it is not to be assumed that an already tried and beaten track will be continually followed, nor that the Committee and Superintendent are to ignore the laws of progress, or blind themselves to the fact, that improvement is possible in every department of our school-work.

While I fully recognize the propriety of a report by the Superintendent, at this period of the year, I confess to a little embarrassment in making one after so brief a connection with your schools. Since entering upon my duties, in April last, I have endeavored to gain that positive and comparative knowledge of them which I deemed necessary for a successful discharge of my official responsibilities. To accomplish this I have made several visits to the schools of other cities, and

have visited each of our own, with very few exceptions, three times. These visits have almost invariably been made without previous notice. Sometimes I have acted only as a listener, and at others have conducted the exercises myself. Though the opinions I have formed, as a result of these investigations, may in particular instances be modified by future observations, I consider the schools in a very fair condition, and the teachers, as a body, fully entitled by their intelligence and fidelity, to the confidence of the Committee and the public.

In accordance with the vote of this Board, the Superintendent, aided by the sub-committees of the Grammar Schools, made a written examination of the first and second classes in those schools, during the first week of the present month. As the examination papers contain several thousands of answers, they have not yet been fully investigated; but the results, as far as known, indicate a good degree of proficiency on the part of the pupils. The comparative merits of the classes will be exhibited to the Board in a future report.

On the 10th instant, the first meeting of the teachers, — provided for by the third section of chapter VI. of the School Regulations, defining the duties of the Superintendent, — was held in the hall of the High School. The address of the Superintendent, which was designed to be of an introductory character, related mostly to the moral features of the teacher's office; though a variety of suggestions was given on subjects of practical importance. The attention given by the

teachers, on this occasion, as well as the assurances offered by many of them personally, encourage the belief that the meetings contemplated by the Board will be of lasting benefit to the schools.

#### THE TRUE MISSION OF THE PUBLIC SCHOOL.

The Public School is an institution of far more importance, of wider and loftier aims, than the majority, even of intelligent people, appear to apprehend. Its first and specific work is to cultivate the intellect,—to give expansion, harmony, and direction to the mental powers. Its mission, however, does not terminate here ; it includes, in its broad comprehensiveness, the preparation of the young for the conflicts and duties of life in cultivated and active society. It does not usurp the place of the church nor of home. It is the handmaid of each, and supplements the labors of both.

The Public School is an institution of the State, and should therefore fit its pupils, in the most thorough manner, for the practical duties of citizenship. It assumes the right, in the name of the Commonwealth, to call children from their homes, and instruct and govern them, for a period of time ; and, in the cities and populous towns, it actually holds them under its formative influence, through as large a portion of the year as the laws of health will allow them to spend in the confinement of the school-room.

Holding the relation it does to the young, and, through them, to the State and to all the vital interests of society, it ought to do something more than teach the elements of learning, and quicken to vigorous action the faculties of the intellect. During the ten years it holds the plastic young in its moulding hands, it ought to accomplish for them a grand work, which will tell favorably on their future as citizens and as moral beings.

In the great work of popular education, in addition to the training of the intellect, special attention should be given, among other things, TO THE FORMATION OF CHARACTER, TO THE CULTIVATION OF TASTE, THE DUTIES OF CITIZENS, PERSONAL MANNERS, AND THE HARMONIOUS DEVELOPMENT OF THE PHYSICAL POWERS.

It is not my wish to attempt a discussion of all these topics at the present time. I announce them as "*credenda*," worthy to be consulted in settling the various questions which may arise in regard to the fitness of buildings for school purposes, the cultivation of morals, taste and manners, physical education, and the selection of teachers. That I have not, in these remarks, overstated the true mission of the Public School, will be admitted by all who candidly consider the possible grandeur, and the ever-recurring hazards of human life, or the duties of teachers as they are outlined by the statutes of the Commonwealth. The Public School is not to send forth mere grammarians and arithmeticians, but to supply society with men and women, having the graces and moral strength of finished and noble character.

## SCHOOL ACCOMMODATIONS.

For several years past there has been an increasing demand for seats, both in the Primary and the Grammar Schools, and it was anticipated that the building of a new Grammar School-house, on Baldwin street, would furnish the desired relief; but scarcely had the contract for the erection of that building been signed when the Warren Grammar School-house was destroyed by fire. This disaster resulted in scattering the divisions of that school, which have been located since that time, in four different buildings considerably separated from each other; and the pupils have consequently been deprived, to a great extent, of the oversight of the Principal, and likewise of most of the incidental facilities needed by such a school. The location of some of the classes is most unfavorable to all the high purposes of education. Some of the rooms which they occupy are damp, dark and foul. No censure can be cast upon the sub-committee of that school, nor upon the City Government, for selecting such rooms, for the city has been so crowded with people, and there are so few public buildings, that it has scarcely been possible, up to the present time, to secure better accommodations. Under the circumstances it seems to be an imperative duty to erect, at an early day, a suitable edifice on the site of the Warren School-house. Sufficient land should be purchased adjacent to that site to furnish convenient play-grounds for the children. The building should not be more than three

stories in height, and contain ten rooms and a hall. This would give accommodations for as many children as it is ordinarily safe to gather in a single building, and quite enough for all the purposes of classification and promotion. It would also provide a hall where the pupils could assemble for instruction in music, for exhibition, and such other public exercises as the School Board might from time to time deem advisable.

To do this would increase, to some extent, the burden of taxation. But who can tell whether that burden will be lightened by delay? Prices will not return to their former status for many years, and probably never. Meanwhile hundreds of children are suffering in their education, and many in their health. I hope the School Board will not let this question slumber. It was a special calamity which swept away the old building, and a new one should be reared by a special effort.

In the construction of school-houses there should be a regard to their appropriate uses, not less than to economy. They should be provided with conveniences so as to avoid all needless waste of time and labor.

There should also be a strict regard to health.

The means of heating and ventilating are often inadequate, or poorly adjusted to each other, so that it is quite impossible to preserve an atmosphere fit for study or for the use of human lungs.

Taste also has its claims. The school-house is itself an educator; and, whatever its character, it acts efficiently upon the tastes of all its inmates.

Says Mrs. Sigourney, in her admirable essay "On the Perception of the Beautiful," "Why should not the interior of our school-houses aim at somewhat of the taste and elegance of a parlor? Might not the vase of flowers enrich the mantelpiece, and the walls display not only well-executed maps, but historical engravings or pictures? and the book-shelves be crowned with the bust of moralist or sage, orator or 'Father of his Country?'" "Let communities, now so anxious to raise the standard of education, venture the experiment of a more liberal adornment of the dwellings devoted to it. Let them put more faith in that respect for the beautiful which really exists in the young heart, and requires only to be called forth and nurtured, to become an ally of virtue and a handmaid of religion. Knowledge has a more imposing effect on the young mind, when it stands like the Apostle, with the gifts of healing, at the beautiful gate of the temple." "I hope the time is coming when every village school-house shall be as an Attic temple, on whose exterior the occupant may study the principles of symmetry and of grace. Why need the structures where the young are initiated into those virtues which make life beautiful, be divorced from taste, or devoid of comfort?"

If the object of education is merely to impart a limited knowledge of the elementary branches, it matters little where the school is held, or how unattractive its surroundings; but if its object is, in addition to this, to cultivate taste, to open and purify the fount-



ains of happiness in the soul, every part of the edifice should be adapted to this noble end. The architecture of Greece and of Rome has affected the tastes of Christendom, from the erection of the first Christian sanctuary to the present hour; and the school architecture of this country has had a constant and powerful influence in moulding the tastes and manners of the American people. *If it be true*, as travelers from the old world almost unanimously affirm, that the great mass of Americans are rude in their manners, may not one cause be found in the rudeness of the structures where they were educated?

Will it be asserted that even the poorest school-rooms are as good as the homes from which many of the children come, and that there is therefore no need of improving them? This implies a misconception of the work of education. The tastes of the majority are not to be brought down to the standard of the unfortunate few. The mission of learning is to elevate every class; to inspire a better taste in those who have no means of culture at home, and, by awakening individual minds, to bring up the masses. A proper education in the school-room would so refine the tastes of children reared in rudeness, that they would eventually seek a better and a more elegant style of life. Improvement in the manner of living usually gives strength to the domestic and social virtues.

The stereotyped objection to the view I present is, "It costs too much." But it should be observed

that there are, and always will be, buildings of some kind, and the question of cost relates only to the difference between suitable and unsuitable edifices. This fact brings the subject into a very narrow compass. When a school-house is being erected, it can, with trifling additional expense, be made right, in respect to dimensions, adornments and surroundings.

Putting the school-houses of this city in that condition for the work of education which is demanded by good taste and true economy, would be one of the surest means of increasing its valuation. Let it be generally known that they are furnished with all the requisite means for early culture, and the legitimate effect would be to induce people of enterprise and wealth to make it their place of residence.

Men who imagine that money spent for educational purposes, and for the refinements which make life attractive to the virtuous, is wasted, are greatly mistaken. Such expenditures are *usually* repaid to the community in coin, and *always* in social and moral benefits.

The completion of the commodious and well-arranged building now in process of erection, on Baldwin street, will verify the remarks I have made. It will add value to every house lot, and increase the rent of every desirable tenement in that section of the city.

## MODIFICATION OF SCHOOLS AND STUDIES.

Sudden and radical changes in the management of any great interest, unless demanded by moral considerations, are usually detrimental. If made without cogent reasons, reaction inevitably follows; and consequently interests of the greatest moment to society often suffer at the hands of their warmest advocates. Happily, in the present condition of our schools, violent or unusual changes are not required. They already possess the essentials of a great and efficient system; and the most that is now necessary is, to make such minor modifications as are demanded by the growing wants of the people, or suggested, as evident improvements, by educational efforts in this and other cities.

Our schools are for *the people*, and the conditions of attendance and the studies pursued should be such as will most fully meet the real wants of all classes of our citizens. It would be pleasant to know that the great mass of the young would complete the whole course of studies, and ultimately receive your highest symbol of educational honor, the Diploma of the High School. This single fact would give to Charlestown a reputation more than national; would make the heart of every citizen beat with noble pride, and confer upon the generation to come blessings innumerable and priceless. We are, however, very far from this grand realization. But few, very few, of our youth finish the High School course, and a large proportion of those who enter the

Grammar Schools leave before reaching the higher divisions of those schools. Under these circumstances it seems to be an imperative duty to arrange the studies so that, while the importance of a finished and thorough education is kept prominently before the minds of the young, and all shall be encouraged to make the highest acquisitions, the best provisions possible shall be made for those children who are compelled, by the relentless hand of want, or by parental cupidity, ignorance, or indifference, to leave school when they have acquired only the rudiments of a common education.

#### HIGH SCHOOL.

The propriety of extensively remodeling this School has been entertained by members of this Board, and by other gentlemen of influence as citizens and scholars. But it does not appear, from the investigations which I have been able to make, that any *extensive* change, at the present time, would subserve the cause of learning. I regard the school as designed (in addition to fitting pupils for college) to furnish the youth of the city with a thorough English education. For the accomplishment of this purpose it has been supplied, through the wisdom and liberality of the city, with adequate means for illustrating the natural sciences, and with an able corps of instructors. Omitting the complimentary notices merited by his associates, I take the liberty to

remind this Board, and, through the Board, the people, that in respect to accurate scholarship, genuine politeness, aptness to teach, and ability to govern, the Principal of our High School has but few peers among the teachers of this Commonwealth.

I consider those youth fortunate who are permitted to enter a school directed by his experience and animated by his influence. I must hope, in view of the high character of the School under its present management, that its membership will annually increase, and its power for usefulness be augmented by all the means at the command of the Board. That it may more fully meet the wants of different classes of youth, a few changes appear to be desirable. The most important, it seems to me, is the establishment of an English Department, which shall embrace a liberal share of practical studies. This would open a new and inviting field to many pupils; more fully secure for the school the sympathies of the people, and greatly increase its usefulness.

To the possible inquiry, Why not teach the natural sciences in the Grammar Schools? several answers may be given. One is, the work which is likely to be required of those schools is all they are able to accomplish. Again, they contain no apparatus, and to furnish them with means for appropriate experiments would involve a great and needless expenditure. A valid objection to introducing algebra, geometry, and other higher branches of English into the Grammar

Schools, is found in the fact that this would necessitate giving instruction to a large number of classes, while the number of pupils in any one of these studies would be so small that they might be taught by a single teacher, in the time of an ordinary recitation, or, at most, in twice that time. It would be unwise to incur so great an additional expense as would be necessitated by this multiplication of labors.

Another change is called for, and that is, the suspension of the conditions of admission to the High School in the case of lads who desire to study the Latin language, — provided satisfactory assurances be given that they will take a collegiate course, and that they will, in a reasonable time, complete the studies required for a regular admission. This change would be in harmony with the views of most classical scholars, and would meet a want which has for some time been felt to exist in the management of this school.

There is one important department of instruction which receives no attention in the High School. I refer to Drawing. This is an accomplishment of great value, and deserves the attention of all young ladies who desire a finished education, or even sufficient familiarity with the works of art to enable them to hold agreeable conversation upon those subjects, in polite society. It would also afford them the means of passing profitably many hours in sketching the beauties of nature, the preservation of which would prove a source of unmingled pleasure for a life-time.

In view of the utility of this art, as a means of culture and happiness, I hope it may be introduced into the High School at an early period after the commencement of the ensuing school year.

#### GRAMMAR SCHOOLS.

These schools, on the whole, are doing well. The instruction is generally thorough, and the teachers exhibit a degree of diligence and ability which renders them fully worthy of the positions they occupy. Yet, satisfactory as the labors of the teachers are, I believe the efficiency of the schools might be greatly increased.

The course of study should be so arranged that the work of each year shall be properly defined. This would secure the performance of a suitable portion of the work by each teacher, and by each division of the school, and would remedy an evil which now exists, viz. the throwing of an extra share of labor into the last year. It would also make comparative examinations of the schools convenient, and consequently place them all more directly under the influence of the Board.

Greenleaf's Common School Arithmetic, or some other work of equal magnitude, ought to be completely mastered in its principles, and in the application of those principles to the ordinary business of life.

Grammar should be more extensively studied than it is at present. Most scholars who now reach the

masters' divisions have but a superficial knowledge of this important study, and, the consequence is, they do not receive that protracted drilling in analysis and parsing which they need.

Book-keeping might be added to the course greatly to the profit of the pupils. This is a practical study, the importance of which in a business community cannot well be over-estimated.

An attorney of high professional standing in this Commonwealth, recently remarked to me, in a conversation respecting the change now proposed, that, in a legal practice, covering many years, he had had a great number of cases arising from failures in business; but not one of those cases had occurred on the part of a man who was in the "habit of keeping his accounts." Should any one object that this is not a fit study for girls, it may be replied that young ladies are constantly entering, in increasing numbers, those trades which require a knowledge of this art. And many who consider themselves exempt from the toils of mercantile life, or the cares of business, may be thrown, by an unexpected providence, upon their own resources, and then, even a moderate knowledge of this branch might be worth to them a fortune. It is wise to prepare every class of youth, so far as may be, for the contingences of the future.

Drawing maps, etc., should be practiced by all the pupils in the Grammar Schools; and when they reach a proper degree of efficiency they might substitute



drawing paper, or Bristol board, for the blackboard and slate. A considerable portion of the time spent by children in the Grammar Schools is unemployed. Six or even four hours of close study, daily, is with many of them well nigh an impossibility; and when there is nothing presented to them but study, close study, the school-room seems a place of tasks and useless drudgery. Many of them would gladly hasten the completion of their assigned lessons if they knew that a fraction of an hour would thus be gained for the use of the pencil or the crayon.

#### PRIMARY SCHOOLS.

These schools, though exhibiting marked differences in regard to discipline and instruction, are generally conducted with much ability. Some of them may be regarded as models, and young teachers will find it profitable to make them frequent visits. Yet to carry out successfully the improvements already proposed, and others which are likely to be suggested in the future, it will be necessary to make the instruction in most of the Primary Schools more comprehensive than it is at present.

But if the Primary Schools are to achieve higher results, they must be furnished with better advantages for securing those results. I suggest, therefore, the propriety of limiting the membership of those schools

so that the attendance shall not, under ordinary circumstances, exceed fifty-six. This is demanded by true economy, for, in the small and inconvenient rooms now occupied by many of them, it is scarcely possible to teach successfully a larger number. Crowding the schools with pupils may give to the casual observer the appearance of financial prudence; but it thwarts the very purpose of education, and should be regarded as a waste of money, rather than a wise retrenchment.

Another great advantage might be gained by admitting children who have not learned the alphabet only at the beginning of the several terms.

Under the existing order of things such children enter school whenever it suits the whim or convenience of their parents, and consequently teachers are sometimes obliged to form two or three alphabet classes in the course of a single term. This is a waste of time which should not be allowed. The benefit to the new comers is more than balanced by the inevitable disadvantage to the older pupils.

Most of the Primary Schools are deficient in blackboards, slates, and other requisites for educational work. Supplying these articles would relieve the teachers from many embarrassments, and greatly increase their usefulness.

The expediency of grading the Primary Schools deserves careful consideration. Without entering now into the arguments on either side of the question, I recommend to the Board to make a fair trial of this

new measure, for it is evidently growing in favor with successful educators. Let the six schools in the building on Common street be reorganized so as to form two, and in two or three years the system could be fully tested. I have no doubt the results would convince the public of its utility.

#### COMPOSITION AND DECLAMATION.

I recommend the adoption, by the Board, of a rule *requiring* weekly exercises in declamation and English composition, by all the classes in the High School, and by the first and second divisions in the Grammar Schools. The girls should be allowed to read select pieces instead of declaiming, if they choose to do so. In connection with the exercises in composition, the pupils should be carefully trained in writing letters, bills, notes, etc.; and special attention should be given to punctuation and the use of capital letters.

The value of these exercises is seldom appreciated as it should be. The habit of standing by one's self to address an audience tends, in so many ways, to awaken the energies of a youth, to produce a spirit of self-reliance, and power to command his thoughts and feelings, that the neglect of elocutionary exercises by any school must be regarded as a great misfortune to the pupils.

I would also advise that the teachers in the lower

divisions of the Grammar Schools, and in the Intermediate and Primary Schools, encourage their scholars to give occasional declamations or readings. Such efforts would interest the children, and break up the monotony of the school-room.

The practice of writing composition is so generally approved that no arguments are needed to commend it to the favor of this Board or of an intelligent public.

That facility with the pen which makes it a pleasure to send messages of good will to distant friends, or to interchange sentiments with them upon subjects of mutual interest, is one of the priceless yet cheaply-bestowed blessings which a republican education ought to provide for every youth.

#### PHYSICAL CULTURE.

Health is one of the greatest blessings possible to humanity, and its continued possession depends very much upon the development given to the physical constitution in childhood. To tie a child to a chair or bench, under the pretence of packing his head with geography and grammar, and keep him there till his limbs are enervated and his vital organs become unfit for their proper functions, and call this education, is certainly a great misnomer, to use no harsher epithet.

The value of health must be looked for, not alone in the department of manual labor, but in its relation to

close study, to the arts, the prosecution of business, and the right enjoyment of all the moral and social pleasures of life.

There is no reason in the human constitution, as the Creator has arranged it, why men might not live one or even two centuries, and enjoy health and happiness.

Young Ralph Farnham displayed to our revolutionary fathers the energy of a patriot soul ; and, when a hundred full-orbed years had crowned him with honors, he walked again over the battle grounds in our city, and showed to us, by his manly step, the capability of a sound constitution.

The proportion of people possessing really vigorous health is exceedingly small ; and the time seems to have fully come when those who are charged with the responsibility of training the rising generation should give to physical culture the attention it so fully claims. Consumption, that terrible scourge which has filled so many New England homes with mourning, is, in multitudes of instances, produced by cramped chests and a foul atmosphere. And where do these things abound more than in the school-room ? The educational labors, and expenditures of the present time will be of little avail if the young are sent to their life-work with weakened spines, diseased lungs, and strengthless nerves and muscles. If such be their outfit for the future, they will help swell the growing train of death rather than augment the active forces of society. Many diseases result from mechanical causes, and they may frequently

be cured, and still more frequently prevented, by mechanical means, or by a proper development of the mechanical forces of the human system.

I therefore recommend the immediate introduction of *systematic physical exercises* into all the schools of the city. Several of the teachers have taken lessons of accomplished gymnasts, and are thoroughly qualified to give instruction in this department; and I am sure that all of them will cheerfully coöperate in carrying out any plans relative to physical culture which the Committee may adopt.

#### SPIRIT OF THE SCHOOL-ROOM.

With suitable encouragements, children patiently endure fatigues and surmount difficulties with delight. The vast majority of them do not fear toil or deprivation if they are made to feel that they are doing something that is *manly, noble*. The animus of the school-room is therefore a matter of great importance, and should be carefully watched over by visiting committees, as well as by teachers. Some schools are thoroughly alive; the teacher and scholars are working with evident delight in the object to be accomplished; in others, the scholars have but little zeal for study, and the progress made is secured mainly by force, either of the teacher's will or rod. A studious teacher, whose mind is animated by new thoughts, fresh and apt illustrations, will

find very little difficulty in kindling the enthusiasm of pupils of ordinary ability, and enabling them to grapple with difficulties, at the sight of which, if left to themselves, they would shrink back in complete despondency. But by the spirit of the school-room I include far more than a zest for study. Moral forces are constantly operating there, awakening the faculties and harmonizing them with the beautiful and the good, or perverting them to the practices of vice. Conscience, hope, and indeed all the affections of the soul, as well as memory and reason, are undergoing a continual process of training in the school-room, and the culture which they receive there will mark the character in after life. If the ruling spirit is such as arises from indifference to the distinctions between vice and elevated morality, those faculties will inevitably be perverted or stultified; if, on the other hand, it is such as springs from a deep consciousness of rectitude, and from active sympathy with what is great and honorable in human conduct, it will develop the higher faculties, bring the soul into communion with the moral forces of the universe, and give to the character a strength and beauty lasting as the ages. Every day brings to each young heart expansion and beauty, or blight and deformity;—there is no escape from this alternative. This fact invests teaching, and the selection of teachers, with a high responsibility. The financial considerations involved in the election of a teacher are, in comparison with those of a moral nature, lighter than the dust of

the balance. The obvious inference is that the most thorough and critical examination should be made respecting the literary and moral qualifications of candidates for the teacher's office.

The law of the State seems to be explicit upon this subject, and the precautions it enjoins should be carefully used, in order that those who have the greatest fitness, resulting from the gifts of nature combined with the culture of the schools, may be appointed to the sacred work of educating human minds and hearts.

Respectfully submitted,

JOHN H. TWOMBLY,

*Superintendent of Public Schools.*



ANNUAL REPORT  
OF THE  
SCHOOL COMMITTEE  
OF THE  
*City of Charlestown,*  
INCLUDING THE  
SECOND AND THIRD SEMI-ANNUAL REPORTS  
OF THE  
SUPERINTENDENT OF PUBLIC SCHOOLS,  
FOR THE YEAR 1867.

---

WITH AN APPENDIX.

---



BOSTON:  
ARTHUR W. LOCKE & CO., PRINTERS, 120 MILK STREET.  
1868.



## CITY OF CHARLESTOWN.

---

IN SCHOOL COMMITTEE, January 2, 1868.

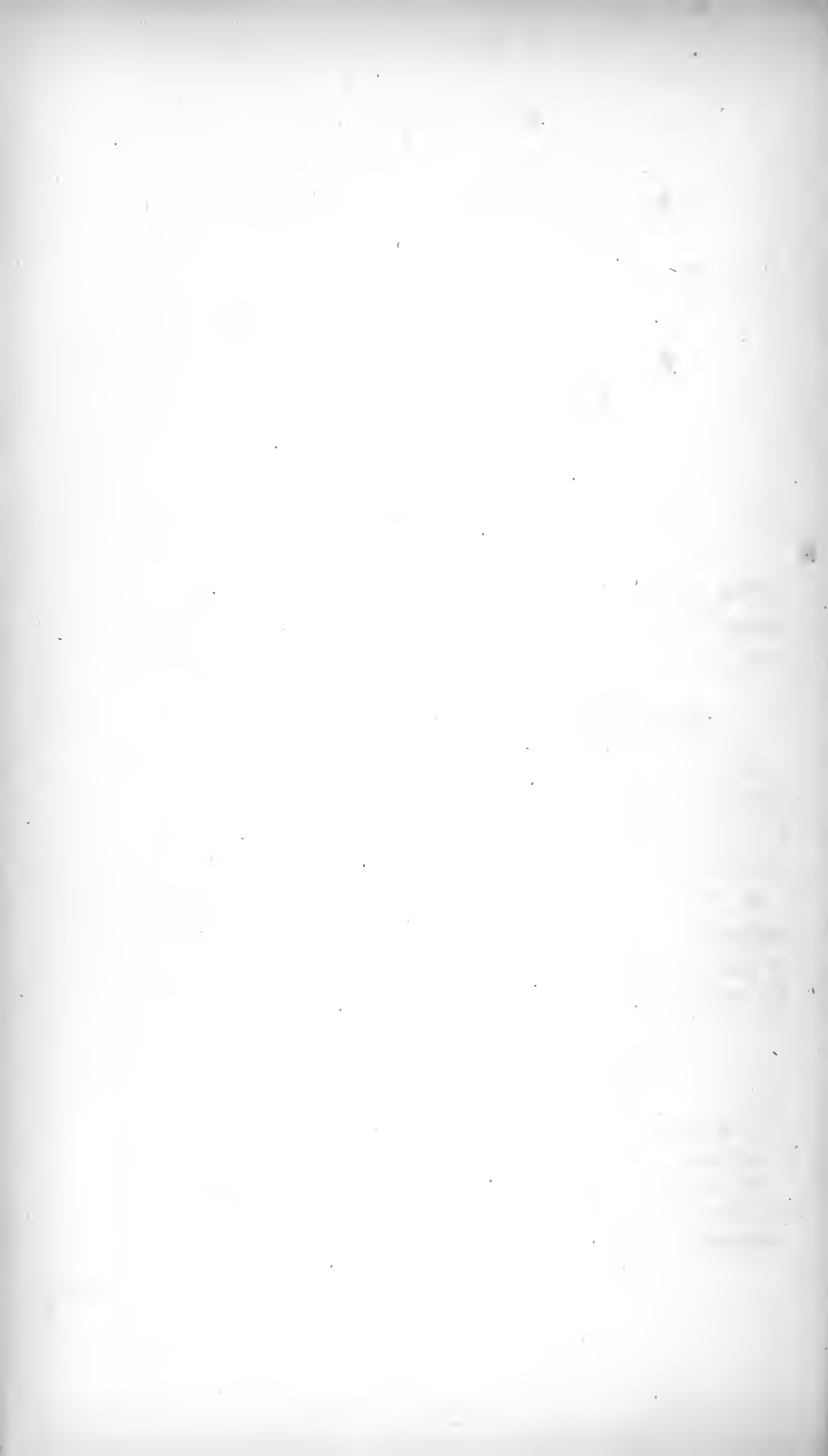
On motion it was —

*Voted*,—That one thousand copies of the Annual Report, prepared by the President and Superintendent, be printed for distribution.

Attest :

F. A. DOWNING,

*Secretary.*



# REPORT.

---

THE SCHOOL COMMITTEE OF CHARLESTOWN respectfully submit the following as their Annual Report for the year 1867.

## ORGANIZATION OF THE BOARD.

At the first meeting in January the Board was organized by the choice of GEO. W. GARDNER for President, F. A. DOWNING for Secretary, W. H. FINNEY for Treasurer, and ABIJAH BLANCHARD for Messenger.

At the second meeting in January, the President announced the Sub-Committees on the different schools as they are given in connection with the Reports on the several schools; also, the following

## STANDING COMMITTEES.

ON FINANCE. — A. J. Locke, Geo. H. Marden, Geo. H. Yeaton.

ON BOOKS. — Samuel H. Hurd, J. E. Rankin, O. F. Safford.

ON PRINTING. — Moses H. Sargent, Wm. R. Bradford, Chas. H. Bigelow.

ON FUEL. — John Sanborn, A. E. Cutter, John A. Day.

ON SCHOOL HOUSES. — Geo. W. Gardner, Charles F. Smith, Geo. H. Marden, J. E. Rankin, David M. Balfour, A. J. Locke, Samuel H. Hurd.

ON EXAMINATION OF TEACHERS. — Geo. W. Gardner, William H. Finney, A. E. Cutter, Edwin B. Haskell, Geo. H. Marden, S. H. Hurd. — *Secretary of the Committee*, the Superintendent, Rev. J. H. Twombly.

## FINANCIAL STATEMENT.

*The amount asked for by the School Committee was —*

For Salaries of Teachers, Messenger, Secretary, and Treasurer .....	\$66,125	
For Salary of Superintendent.....	2,000	
For Incidental Expenses.....	11,500	
Total.....		\$79,625

*The amount appropriated by City Council was —*

For Salaries of Teachers, &c.....	\$60,000	
And amount of City's proportion from School Fund (estimated) .....	900	
		\$60,900
For Salary of Superintendent.....	2,000	
For Incidental Expenses.....	10,000	
Total.....		\$72,900

*The amount expended to Dec. 31, under direction of the Com. —*

For Salaries of Teachers, &c.....	\$47,622	
For Salary of Superintendent.....	1,500	
For Incidental Expenses.....	8,107	
Total.....		\$57,229

*The estimated expenses for the remainder of the Fiscal year (to March 1st) are —*

For Salaries of Teachers.....	\$15,600	
For Salary of Superintendent.....	500	
For Incidentals.....	2,050	
		18,150
Estimated total expenses to March 1st.....		\$75,379
Leaving a deficiency of appropriations for Salaries of Teachers, &c. ....	\$2,322	
Leaving a deficiency of appropriations for Incidental Expenses.....	157	
Total estimated deficiency.....		\$2,479

## SALARIES OF TEACHERS.

In the performance of their duty as required by the Statutes of the Commonwealth, after due consideration and careful comparison with the salaries paid in neighboring cities, the Committee fixed the salaries to be paid to the several teachers as follows, viz.:

Principal of High School.....	\$ 2500.
Sub-Master.....	1600.
First Assistant.....	800.
Second.....	650.
Third and Fourth Assistants High School each.....	500.
Principals of Grammar Schools each.....	1800.
Two Sub-Masters Grammar Schools each.....	1400.
Three Sub-Mistresses.....	700.
Head Assistants.....	600.
Assistants, 1st year.....	450.
“ 2d.....	475.
“ 3d.....	500.
One Music Teacher.....	1300.
Two Intermediate School Teachers each.....	525.
Teachers of Primary Schools, 1st year.....	450.
“ “ “ “ 2d.....	475.
“ “ “ “ 3d.....	500.

It will be seen that the aggregate voted and asked for by this Board for Teachers' Salaries, is in excess of the amount appropriated for this purpose by the City Council in the sum of \$6525.

The question of ultimate authority in this matter is now in the Courts.\* It is difficult to see how this Board can exercise its functions if it has not full power in the matter of salaries. As the action of the Board has given rise to some unfavorable criticism,—in order

---

\* For further information, and the decision of the case, see Appendix.

that the public may see whether or not we have acted with unwise extravagance in this matter in comparison with the School Boards of sister cities,—the salaries of the teachers in Cambridge and Chelsea are given below. It is well known that Boston has always paid higher salaries than the suburban cities.

### HIGH SCHOOL.

CAMBRIDGE.		CHELSEA.	
Master . . . . .	\$2,500	Principal . . .	\$2,500
Classical Teacher . . .	2,500	Fem. Assistant .	500 to 600
1st Sub-Master . . .	2,000		
2d Sub-Master . . .	1,500		
1st Fem. Assistant . .	900		
2d, 3d, 4th, and 5th . .	700		

### GRAMMAR SCHOOLS.

Master . . . . .	\$2,000	Boys', Male Prin.	\$2,000
Fem. Assistants . . .	550	Girls', Fem. "	1,200
		Fem. Assistants,	500 to 600

### PRIMARY SCHOOLS.

Principal . . . . .	\$500 to 550	Fem. Teachers . .	\$300 to 500
Assistants . . . .	425 " 475		

### NEW SCHOOL HOUSES.

Two new first-class Grammar School Houses have been dedicated to the cause of popular education during the year.

In the last Annual Report reference was made to the Bunker Hill School House, which was then nearly ready for occupancy. With one or two defects in the arrangements for ingress and egress, which we have the promise shall be speedily remedied, this house is com-



plete in all its appointments for the purposes designed. It has a good location; is substantial and beautiful in structure; three stories in height, exclusive of basement and Mansard roof; contains a commodious hall and fourteen school-rooms, each with a seating capacity for 56 pupils, and each with two ante-rooms attached, one for the teachers, the other for pupils; it is warmed throughout by furnaces; furnished with Mystic water in each story; has the most convenient appliances of bells and speaking tubes, and all its furnishings after the most approved models. It is a great ornament to the upper section of the city. The entire cost of the building, exclusive of land, was \$75,000.

For a full account of the exercises at the dedication of the building, which occurred Feb. 22d, 1867, see Appendix.

The Warren Grammar School House has been rebuilt on the same general plan as the Bunker Hill, and with some improvements in detail. The building is very tasteful, substantial, and commodious. It is heated throughout by steam.

As this fine edifice rises up in beautiful proportions on the crown of the hill, it seems to be vieing with the Monument itself in doing honor to an illustrious name. Cost of the building, exclusive of land, \$73,184.

For a full description of this model house, with the exercises of its dedication, see Appendix.

The old Bunker Hill School building has been refitted for the use of Primary Schools, — affording eight very pleasant and comfortable rooms. The expense of remodelling this building was \$4000.

Land has been purchased on Richmond Street, and two Primary School Buildings have been placed there-

on; total expenditures for the same about \$5,000. Thus the improvements in our school houses during the last two years have cost the city \$157,184.

### RE-DISTRICTING.

The city has been re-districted, both for the Grammar and the Primary Schools. This was made necessary by the construction of the new houses.

By the new districting, the Harvard and Winthrop Schools are relieved of their pressure, and the Warren School is made to contain about 600 pupils.

For a schedule of the districts, both Grammar and Primary, see Appendix.

### CLASSIFICATION AND COURSES OF STUDY.

In accordance with a recommendation from the Superintendent, in his Semi-Annual Report in February, a committee was appointed with that officer to arrange and classify the studies in the several Primary, Intermediate, and Grammar Schools, so as to secure uniformity in all of the same grade. The courses of study as so arranged, together with the several courses in the High School, with the text-books as finally adopted by the Board, are given in the Appendix. This schedule will show the work to be done in regular succession in going through the Public Schools of the city.

### EXAMINATIONS OF TEACHERS.

The committee on examination have had four sessions. The system has worked well. About two-thirds of the candidates have passed satisfactorily. There is no doubt that while some who would make

good teachers are kept out of our schools by this ordeal, many who would be but ordinary teachers, or would fail utterly, have been kept out also. Certificates of approval have been issued to the successful candidates.

## GRADUATION FROM THE GRAMMAR SCHOOLS.

Many of the scholars never go further than the Grammar Schools. It has been thought that such ought to receive some testimonial on completing the Grammar School course. Accordingly, upon the suggestion of the Superintendent, it has been arranged that regular graduation exercises shall be held in each of the Grammar Schools at the end of the school year, and a handsome "Certificate of Graduation" be given to all the pupils who complete the course. At the close of the last year, in July, such exercises were held, and the following scholars received certificates in their respective schools.

## NAMES OF SCHOLARS RECEIVING DIPLOMAS.

### BUNKER HILL SCHOOL.

Sarah E. Armstrong,  
Lizzie H. Blanchard,  
Emma F. Furbush,  
Ella P. Holt,  
Isora Peterson,  
Emma C. Talpey,  
Josephine L. Toppan,  
Evie F. Wyman,  
John M. Benn,

Fred. C. Cochran,  
Horace J. Harris,  
Stephen M. Kelley,  
Frank Kimball,  
John H. Studley, Jr.,  
John F. Spaulding,  
Geo. L. Venner,  
Geo. A. Wentworth.

## WARREN SCHOOL.

Eliza F. Cutler,	James A. Anderson,
Emily F. Felton,	James F. Bartlett,
Alice L. Harding,	James F. Maynard,
Ella F. Patch,	Thomas W. Bryant,
Drusilla F. Rutter,	Forest D. Green,
Georgianna Stevens,	Louis P. Hart,
Abbie H. Wiley,	Warren H. Woodman.

## PRESCOTT SCHOOL.

Emma M. Hamblet,	Henry A. Fuller,
Clara Hazleton,	Frank B. Gilman,
Annie J. Howels,	Henry A. Lawrence,
Mary F. Sargent,	Eber P. Melzar,
Emma J. Stevens,	Albert L. Pratt,
Annie M. Williams,	David F. Stearns,
Josiah G. Bridge,	J. Charles Thomas,
George L. Cutter,	Spencer T. Williams,
Charles B. Emery,	Henry A. C. Woodward.

## WINTHROP SCHOOL.

Esmerelda Porter Delano,	Julia Mason Pease,
Harriet Merrick Gardner,	Susan Azulbah Robie,
Grace Hurd Harding,	Mary Ella Todd,
Alice Sophia Hatch,	Charles Frederick Ham.
Carrie Helen Langmaid,	

## HARVARD SCHOOL.

Mary L. Clapp,	Susan McWilliams,
Annie E. Denvir,	J. Warren Copeland,
Clara L. Duchemin,	Arthur V. Fisher,
Hattie L. Harris,	John Highland,
Mary Maloney,	Geo. E. Kimball,
Sarah G. Page,	Horace Wyman,
M. Isabel Wellington,	Charles H. Willard.

## GENERAL REMARKS.

Improvements in many respects are visible in the condition of the Schools. It has been a year of experiment in many things. Most of our experiments seem likely to be successes. A little more time will be requisite to show the full benefit of many of the changes that have been made. Our Superintendent has worked hard and well to secure, in the average of advancement in all the grades of instruction, better results for the labor and money expended.

The last thing we can afford to waste is time. There is no doubt that much time has hitherto been wasted in unnecessary detentions and fruitless attempts to make the child master what is not worth mastering. What our schools need is a little wholesome stimulant. They are apt to get into the treadmill. It is a mistake to hold nimble scholars back until laggards catch up. Let the lessons be graded to the medium ability of the class, and rather above it than below it.

In matters of order and discipline we hope there has been improvement. A new truant system has been introduced. Stated reports of all cases of corporal punishment are required to be made to the Superintendent. The attention of the Board has frequently been called to this matter. There has been too much whipping in some of the schools, and other punishments have not always been judicious and discriminative. The committee have been awake to this matter. We desire to reduce corporal punishment, and in fact all punishment, to a *minimum*. And if the *minimum* could be *zero* so much the better. Brute force is a poor educator compared with moral force. Do teachers understand that

punishment, and especially if over-severe or only half deserved, injures the moral sense of a child? There are cases not a few where kindness would win, but harshness cannot drive. Think what a child is, — body, *mind*, SOUL; then teach it, govern it, accordingly.

The reports on the condition of the several schools have been prepared by the Superintendent. That officer has been constant in his oversight of them, and can better speak of their comparative merits than any one of the Board who has had less observation.

It gives us pleasure to testify to the ability, good sense, and discrimination exhibited by that officer during his connection with us. His work is just begun. It is well laid out, and if prosecuted cannot but elevate and meliorate the condition of our schools. Results in education cannot be realized in a day or a year. Time is the great sealer of all successes.

In behalf of the School Board,

GEO. W. GARDNER,

*Charlestown, Jan. 1868.*

*President.*

## TRUST FUND.

*W. H. FINNEY, Treasurer, In Account with the  
Charlestown Free Schools.*

Dr.

1867.					
January.	— To	Balance.....	\$1100.58		
"	To	Cash of City Treas. 6 mos. int. on note \$5000	150.00		
July.	"	" " " " " "	150.00		
"	"	" " " 1 year's " 600	36.00		
Total.....					\$1436.58

Cr.

1867.					
January 26.	— By	Cash paid Rev. J. H. Twombly for expense of visit to New York on School business....	\$ 25.00		
February 28.	Crosby & Ainsworth for	Mason's Manuals....	20.00		
"	By	Cash paid Trustees of Public Library for use of Hall for Stacy Baxter's Lectures....	144.00		
March 7.	By	Cash paid for Maps, Globes, &c., for Bunker Hill School.....			
		J. W. Schermerhorn & Co.....	\$42.78		
		Edwin Ginn.....	42.90		
		Alfred P. Gage.....	10.85		
		S. L. Blackmer.....	7.00		
		Dodge, Collier & Perkins.....	3.25		
					106.78
March 15.	" " "	Edwin Ginn, Maps for Warren School.....	13.50		
"	By	Cash paid Stacy Baxter for course of lessons in Vocal Culture to School Teachers...	300.00		
July.	By	Cash paid Sarah W. Brooks for lectures before High School.....	50.00		
	By	Cash paid A. W. Locke & Co., for Certificates of Graduation.....	82.30		
August 30.	By	Cash paid V. A. Guiot for Instruction in French at High School.....	50.00		
September.	By	Cash paid E. T. Moody, for Ribbon for Diplomas.....	1.20		
	By	Cash paid C. Carleton, Ribbon for Diplomas	.28		
December.	" " "	Snow, Boyden & Knight for Tablet Slates.....	12.00		
"	By	Cash paid Geo. G. Smith, Engraving High School Diplomas.....	12.00		
"	By	Cash paid H. H. & W. O. Chamberlain, repairing Apparatus, High School.....	5.50		
"	By	Cash paid E. S. Ritchie, Apparatus High School.....	4.90		
	31. By	Balance.....	609.12		
Total.....					\$1436.58

E. &amp; O. E.,

WM. H. FINNEY, TREASURER.

CHARLESTOWN, December 31, 1867.

CHARLESTOWN, *January 4*, 1868. — We, the undersigned, a Committee appointed by the Board of School Committee to audit the Treasurer's accounts, hereby certify that we have examined the above account, and find the items therein contained properly vouched for, and the balance as above stated six hundred and nine dollars and twelve cents (\$609.12).

CHARLES F. SMITH,	}	<i>Auditing Committee.</i>
GEO. H. MARDEN,		
CHARLES H. BIGELOW,		



## SUPERINTENDENT'S SECOND SEMI-ANNUAL REPORT.

---

*To the School Committee of the City of Charlestown :*

GENTLEMEN, — In accordance with your requirements, I present my second semi-annual Report.

Probably no age has produced such intelligent, clear-sighted, and successful business men as those who now conduct the departments of trade and commerce in this country. These gentlemen who have dotted our rivers with manufactories, bound together the States with iron-railways, and floated the products of the national industry upon every sea, have broken away from the restraints of mere precedent. Holding methods to be valuable in proportion to their utility, and not according to their age or the number of sanctions bestowed upon them, they adopt with promptness any proposed change which fairly promises to enhance their profits. New inventions are immediately tested, and, if found equal to their pretensions, they receive at once the seal of approbation. Hence each year brings to light some additional means to multiply the results of capital and labor.

New materials are discovered, old ones applied to

new uses, and the remnants, which were once thrown aside as worthless, are now transformed into valuable commodities. Yet these improvements, instead of satisfying the worthy ambition of intelligent men, increase their aspirations for higher successes, for greater profits in all the spheres of industry. Animated by the spirit which governs the departments of business, the conductors of public education should cheerfully adopt those measures, however contrary to the routine of the past, which, by their well attested efficiency or the correctness of their principles, give assurance of producing a more elevated and varied culture, or of yielding, in less time, results equivalent to those now obtained.

Among the great and frequently recurring questions which demand the enlightened consideration of the guardians of public education are these :

What is the great end to be accomplished by our public schools ?

What defects characterize our present methods ?

What measures can be adopted to improve our educational system ?

To all persons who do not fancy that perfection has already been realized, these are ever fresh and vital inquiries.

The answer to the first is brief but comprehensive, viz. : to enable the young to live right. In order to do this they must be properly *governed*, and they must be thoroughly instructed in respect to the laws of self-preservation, the means of gaining a livelihood, the importance and the true methods of personal development, the duties of the individual to the State and to society,

and in regard to those high and sacred obligations which they owe to the Creator.

Barely to exist and gain a livelihood requires some knowledge of one's self, and of the laws of nature and general business; but he who does only this can scarcely be said *to live*. He only tarries with mankind.

A *right* life is one that meets all the responsibilities which spring from the varied faculties of human nature, and from the just demands of cultivated society and equal citizenship. Public education must aim at this all comprising end, and, though it fail to grasp and achieve it fully, it must look towards it as steadily as the needle points to the pole.

Properly to elucidate this topic would require a volume; I leave it, therefore, content for the present with suggesting that a broad field for culture lies beyond the limited system of ordinary school instruction.

To the second question, — What defects characterize our present method? a great variety of answers might be given. But as it is unnecessary to draw detailed pictures of defects and failures, I shall specify but few of them, and leave others to be inferred from the recommendations which I shall make.

I have been impressed in my visits to the schools, that there is a great loss of time in the Primary Schools, and in the lower classes of the Grammar Schools. This arises in part from the incapacity of young pupils for protracted study; but this is not the only nor the main cause. It is very apparent to me that the scholars referred to could accomplish far more than they do now, if they had correct habits of study, or their efforts were properly directed. The teachers in the Primary Schools have so many classes differing in age and in advance-

ment, that it is quite impossible for them to occupy the attention, or properly control the conduct, of the large number of pupils committed to their care. This difficulty is in many instances aggravated by the want of comfortable sittings, or of blackboards and slates.

In some of the lower classes in the Grammar Schools altogether too much time is spent in the mere routine of recitation. For instance, a short lesson is given to a division of thirty-five or forty scholars; four or five recite the whole of it, then it is recited by four or five more, and so on, through the long line, until the majority of the pupils lose their interest in the subject; and all of them are wearied by the protracted exercise and the frequent commands, "stand up," "keep still," &c. The object of this repetition is to make the scholars more thorough; but when the recitation extends through forty minutes, as is sometimes the case, indifference rather than thoroughness is the result. There are better methods. One is to call up the class in sections, and, while a few recite and receive their appropriate drill, let the others attend to some other duty prescribed by the teacher.

Another defect is found in the failure of the Grammar Schools to bestow anything worthy of the name of Grammar School education on more than a very small fraction of the pupils that enter them. The public school system in most of our large cities seems, in many respects, to be adjusted to the wants of the rich rather than those of the poor. In fact, as outlined by the laws of the State and conducted in the cities, it looks towards a thorough collegiate education. As early as 1647 the Legislature of the Colony of Massachusetts enacted a law requiring every township of one hundred

families to provide a Grammar School where the young should be "fitted for the University." "The University" has ever been the *ultima thule* of New England educators, and very naturally all the preparatory processes have been arranged with reference to the end to be attained. And were all the pupils in our public schools destined for the University, we should have but little occasion to seek for improvements in the lower departments of education. This, however, is not the case. In this city less than one in a hundred of those who enter the Grammar Schools find their way to College. While, therefore, we may vindicate on many grounds the general course of study, it becomes an imperative duty to make special efforts in behalf of the large class of children who go out from our schools without a practical acquaintance with the elementary branches of knowledge. A brief sketch of some parts of the work, as it has ordinarily been performed in the school-room, will throw light upon this subject. Suppose two full classes, or one hundred and twenty scholars, have entered a Grammar School; for two years, at least, they have been required to study Colburn's Mental Arithmetic. The third year, with slightly diminished numbers, they have commenced Greenleaf's Common School Arithmetic, and have proceeded through the first two or three rules. Perhaps ninety have commenced the fourth year, and those who have remained to its close, have usually gone over about one hundred pages. During the fourth year several more have left the class, and, thus, with constantly decreasing numbers, the little column has completed its educational pilgrimage in the course of six or seven years, and has left the school numbering, generally, from twelve to twenty. A large

proportion of the time devoted to arithmetic has been spent on Colburn's Lessons, with but little interest on the part of the younger pupils, and with less profit.

The study of geography has been somewhat more successful; yet in this branch but very slender attainments have been made by the majority of pupils. Too much time has been spent on unimportant details; for instance, in memorizing minute descriptions of products, &c., and learning the names of small places, which the children will seldom hear of after leaving the school-room. The teachers have had an inadequate supply of globes, maps, and charts. For several years the pupils have not been required to draw maps, and too little attention seems to have been given to the relative positions of the different bodies of land and water, and to the great highways of travel upon the oceans, lakes, and rivers.

Reading has received the special fostering care of the Board, and I think the attention bestowed upon it will be amply remunerated. The excellent lessons in elocution given to the teachers of this city by Mr. Stacy Baxter, during the fall and early winter, greatly increased their interest in this essential branch of education. But I have found that though some of the lower divisions read frequently, they read but few pieces. In some instances a month has been spent on three or four lessons. This slow process is employed in order to make the pupils more accurate in pronunciation, accent, and emphasis, — in a word, to teach them to read well; but it certainly cannot accomplish all the objects to be sought by this exercise. There are three great purposes to be accomplished by reading in public schools. The first, to gain a knowledge of words; the second,

power to express thoughts conveyed by those words ; the third, a taste for reading.

On the plan named, the first object is almost entirely lost sight of, for the lessons read are so limited, and the pieces so similar, that children may attend to the prescribed exercises a whole year without acquiring any considerable knowledge of words. The second object, — power of expression, can hardly be secured by such a method. The theory on which this practice is based is in the main correct, for a great part of elocution may be learned by thorough drill on the alphabet alone. But young children are not likely to be inspired for close study by an eloquence whose beauties and intrinsic worth they do not understand ; and it almost invariably follows that, as they become familiar with the language in the lessons assigned to them, and the stories grow stale by repetition, they lose their interest in the exercise, and in proportion as they do improvement ceases. Children would learn more of the true art of reading in going twice through a piece which they like, than they would in rehearsing a dozen times one which they do not like, or have become tired of. The third object, — cultivating a taste for reading, is quite lost sight of.

I submit, in view of these facts, whether it is not necessary to arrange the exercises in this branch, so that while pupils shall have a thorough drill on a few lessons, they shall also read a much greater variety of pieces, and have the new words explained to them by the teacher, so as to widen their field of thought and cultivate their taste for reading ?

History and grammar, with unimportant exceptions, have been pursued only by the first and second classes.

As the studies are now arranged in these schools, the few scholars, — about one-sixth of the whole — who complete the course, go through Colburn's First Lessons; to cube root in Greenleaf's Common School Arithmetic, and, in Quackenbos' History of the United States, to the Constitutional Period. They also make fair attainments in geography; become somewhat familiar with the elementary principles of grammar; and, of course, make more or less proficiency in reading, spelling, and penmanship.

This stock of knowledge is of great value; yet, viewed as an outfit for practical and earnest life, in an intelligent community, it must be regarded as very deficient. What training do they receive for the responsibilities of citizenship, or for the transaction of business? Are they taught to keep even a simple account, or to write a note, a bill, or a receipt? to write a letter of business or of friendship? Do they receive any adequate instruction in the laws of health, or in manners and social morals? or in the infinite variety of objects and truths in nature? The answer to these and similar inquiries must generally be in the negative.

This description applies to those who finish the whole course, but it should be *definitely* remembered that about three-fifths of all who enter do not reach the second class, and consequently they leave school, in entire ignorance of grammar and history, and with very limited attainments in the other branches; while many leave with only a smattering of geography, and of arithmetic through the fundamental rules.

The picture which I have drawn is not peculiar to the schools of this city, it has a very general application. Our schools are, certainly, quite as good as those



in other similar cities. The popular system is defective ; it is not adapted to the wants of a majority of our youth. But the defects which I have named, and others of a like character, do not spring entirely from the system. A great *difficulty is*, parents do not continue their children long enough at school to allow them to gain a suitable education. This fault can be remedied only by various and long-continued efforts. In a word, the *popular standard of education must be elevated*, and an interest awakened in the cause of learning commensurate with its intrinsic worth.

What measures can be adopted to improve our educational system ?

In reply to this question I have several recommendations to offer, the first, and perhaps the most important of which, is : The grading of the Primary Schools. In my first semi-annual report, I recommended the grading of the schools in the building on Common Street, and spoke of the measure as an experiment. I used this moderate term rather out of deference to the opposition which I knew to exist in the Board to a measure of this kind, than as an expression of my own opinion concerning its value. I hoped that gentlemen who doubted the utility of such a course might, nevertheless, be induced to make the change as an *experiment* ; and, particularly, as the experiences and opinions of the best educators could be urged in its favor. Up to this time, however, no action has been taken. The proposition lies on the table.

And now, after several months of careful observation and extended inquiry in regard to the practical working of graded schools, I am prepared to recommend, not as an experiment, but as a measure of vital importance,

the grading of all the Primary Schools in the city. This cannot be done at once, as it would be injurious in many respects to break up the first classes, which are now fitting for the Grammar Schools. Still, the subject should receive prompt attention, and in my judgment, the change should be made at the commencement of the next school year. It will require time to mature the plan, divide the scholars, and adjust the teachers to their new positions. Early action seems necessary, also, inasmuch as the old Bunker Hill Grammar School-house is soon to be refitted for Primary Schools, and it is important that the seats and desks be arranged in reference to the pupils who are to occupy that building.

In regard to the number of grades in each school, I am fully satisfied that three are better than two. Yet, in a community in which school-houses are already built, and their construction has forestalled action in the case, I would accept of two as a vast improvement over the old system, or the *old way* which has no system. If the principle shall be adopted by the Board, no difficulty will be found in its application.

Among the reasons for adopting the proposed change are the following : —

1. It would secure better order.

Any person at all familiar with our Primary Schools must be aware of the fact that most of them, though under the supervision of ladies of experience and acknowledged ability, fail to exhibit that degree of order and attention to study, or other prescribed duties, essential to the highest success. In truth, a majority of the children spend a large part of their time in idleness or mischief. This is not the fault of the teacher ; it is a legitimate result of the want of system. In most of

these schools there are five or six classes, and while the teacher is listening to one class, and endeavoring to lead its members along the dim and clouded path of knowledge, she is compelled to watch forty or fifty children, many of whom are restive under an authority whose value they do not appreciate, and which they but slightly respect. If she attends closely to the scholars who are reciting, more or less of the others will be engaged in mischief; if she looks closely after the general order of the room, the class reciting will receive limited, and in many cases, inappropriate instructions. Much of the disobedience manifest in the Grammar Schools was nurtured into strength in the ungraded Primaries. By multiplying the grades, the number of classes in each room will be diminished, and consequently the teachers will be brought into more direct and constant communication with their pupils, and have them more fully under their control. Thus many pupils will be saved from the commission of offences, and be led to form habits of obedience which may characterize them for a lifetime.

2. Under the proposed arrangement children will make more rapid progress in *their regular studies*.

They ought to be much further advanced, than they usually have been, in arithmetic, in reading, and in writing, before entering the Grammar Schools. I have been assured by some of our best teachers, that they would find no difficulty in carrying their first classes through a series of problems in the fundamental rules, were they not prevented by a multiplicity of duties.

The children have capacity for such exercises, and the necessary labor would not severely tax them.

Heretofore but little attention has been given, in the

Primary Schools, to the use of the slate and pencil, to printing or writing letters, to solving problems in numbers, or to the elementary sounds of our language. Want of suitable attention to these things, during the early period of their schooling, affects children very unfavorably in subsequent years.

3. Another advantage to be derived from the proposed plan is found in the fact, that it would allow far more time for oral instruction in a multitude of things highly useful to children, and adapted to interest them in study, and would make the pursuit of knowledge a pleasure as well as a duty. The knowledge of the elementary studies acquired by children under ten years of age, is but an insignificant part of their education. Their tastes are to be developed, tempers controlled, habits formed,—their whole social and moral nature inspired and directed. Plastic childhood is committed to public instructors to be moulded into the highest types of life. This great work is now sadly neglected, not by the dereliction of teachers, but from the want of a system which provides for its performance.

The Statutes of the Commonwealth declare, that “It shall be the duty of all instructors of youth to exert their best endeavors to impress on the minds of children and youth committed to their care and instruction, the *principles of piety* and justice, and a sacred regard to truth, love of country, humanity and universal benevolence; sobriety, industry and frugality; *chastity*, good behavior, moderation and *temperance*; and those other virtues which are the ornaments of human society, and the basis upon which a republican constitution is founded”; “and also to point out to them the evil tendencies of the opposite vices.” — *General Stats.*, chap. 78, Secs. 1, 10, 11.

These extracts are but a part of the statutes bearing on this subject, yet they indicate a great and essential work, which, under the pretence of economy, or from a dislike to turn from a beaten track, receives but little attention in a majority of public schools. Did moral culture hold its true place in the work of education, corporal punishment might almost be abolished from the schools, and the prison and the gallows from the State.

Blackboards and slates should be frequently brought into requisition, and the time now wasted in idleness or mischief, should be devoted to some form of culture. The school-room should not be a place for listlessness; but for useful instruction and entertaining exercises. To make it so in the highest degree, the schools *must be graded*.

4. Another argument in favor of the measure proposed is its well-known success. Most of the great cities of the country have adopted the plan, and, after a full trial of it, have pronounced in its favor. It has everywhere stood the test of fair experiment. Boston, New York, and Chicago, to say nothing of a large number of other cities and towns, have tried the graded system with eminent success.

5. Another argument might be drawn from the practices of shrewd business men.

Almost every kind of mechanical and commercial business is conducted on this system. The old idea that a merchant should keep all kinds of goods, that a blacksmith should be skilled in the working of metals, from the forging of a horseshoe to the manufacture of a watch, or that a carpenter should add to his regular vocation the business of the tailor or attorney, has long since given way to a better theory. Work is *everywhere*

*systematized*. It should be, also, in the school-room as thoroughly as in the factory or the store.

The Grammar Schools of this city have been for several years conducted on the graded system, and no man of common intelligence would throw them back into their original chaos. I have only to ask that the Primary Schools be conducted on the same principle.

In order to increase the efficiency of the Grammar Schools, I offer the following suggestions.

- 1 That the studies in these schools be so adjusted as to give to those scholars who must leave, at an early period, a more extensive and accurate acquaintance with practical subjects. This would not interfere with mental discipline, for that can be as fully acquired by the study of the useful as of the merely theoretical. There is a prevalent opinion among business men and educators, that quite too much time is spent in public schools in mere routine. The time, I apprehend, has fully come when the brief school hours of the *children of the poor* should be devoted to the most *useful* branches of learning. A majority of them have but three or four years, after leaving the Primary Schools, in which to complete their education. They should therefore have a much more critical and comprehensive training in these lower schools than they do at present, and, when they enter the Grammar Schools, they should commence as early as possible studies of practical utility. Altogether too much attention is given by this class of pupils to Colburn's First Lessons. Thousands of dollars are annually paid to the teachers of this city to give instruction in this branch, and a very large share of the money so paid is wasted. The work was not designed mainly for the class of pupils who use it most, and the introduction to it contains a posi-

tive condemnation of the popular method of studying it. It has its place in the *curriculum* of our public schools, and when properly employed, is highly useful. But to make it the main text-book, during the three or four years in which so many of our dependent children complete their schooling, is not merely a tax upon the public funds,—it is a fearful waste of the pupils' opportunities.

Can a substantial reason be given why a majority of the children in our schools should be drilled in this study till their ambition for an education is well-nigh extinguished, and then be sent out to the duties of life without being taught how to write a note, a bill, or a receipt, or to perform the simplest transactions in business? I think not. These remarks might be extended, but I forbear, believing that enough has been said to commend the subject to your candid consideration.

2. There should be increased facilities for promotion. I have hesitated to speak on this subject, because the practice of making semi-annual promotions, which once prevailed in this city, was abandoned for what were doubtless supposed to be sufficient reasons. Nevertheless, I am fully convinced that the present method is prejudicial to the best interests of many pupils, and tends to diminish the number of those who complete the prescribed course of studies. I hope this suggestion may receive the favorable consideration of the Board, and that measures may be taken immediately to provide for regular semi-annual promotions in the Grammar and Primary Schools.

3. Let the results of any comparative examinations, which the Committee may judge best to make, be kept for their information, and not be spread before the pub-

lic. If such examinations are made and the results published, the Committee must take the business of promotion into their own hands. It is quite too much to hold teachers up in comparison with each other before the public, and then require them to promote partially qualified pupils, merely for the benefit of those pupils.

The practice of publishing comparative examinations has been found in most cities prejudicial to the progress of the scholars, and has been very generally abandoned.

4. All the teachers, and especially the principals of these schools, should be required to use their best endeavors to awaken in their pupils a spirit of worthy ambition, a love of knowledge and of personal culture, and particularly, to give them frequent instructions in regard to the importance of continuing their studies, so as to gain the full benefits of our public schools. By kind advices, by appropriate anecdotes, and by fitting illustrations of the value of knowledge, many minds now dormant might be quickened to a new life of thought and endeavor. A single well-timed effort of this nature might be of more value to a class, than a whole week of ordinary instruction.

5. Special efforts should be made to secure the visitation of the schools by the parents and friends of the pupils. One of the greatest hindrances to success in the work of education is the *seeming* indifference of parents; and any rational means which will remove this difficulty, will greatly increase the effectiveness of our schools. Should the sub-committees take this matter in hand, they will find the teachers and pupils cheerful co-operators, and in a single year a great change might be wrought in the public mind. Special exercises might be prepared by each school, at trifling expense f



time and labor, and public notices given, or private invitations could be sent by the teachers to the parents, and thus an interest be developed which has never yet been witnessed in this community. Our schools *must* be made the *centers of attraction* to the *people*, as well as to the children.

6. I recommend that a Diploma, or Certificate of Graduation be given to every scholar who shall hereafter complete the Grammar School course of studies, and give evidence of possessing a good moral character. This would prove a stimulus to many children to spend an additional year or two in school, and give character to this department of our educational system. The experiment, wherever tried, has proved effective, and meets with the general, and, I think, the universal approbation of the teachers in this class of schools.

7. That the following items be published in the Annual Report of the Board:

*First*, The names of all scholars who are neither absent nor tardy during the year, except on account of sickness.

*Second*, The names of all who are neither absent nor tardy during a single term, with the same exception.

*Third*, The names of all who finish the course of study and receive the Grammar School Diploma.

These are simple measures, but they will exert a powerful influence on the minds of the young.

There are other topics which have received my attention, but I will present for your consideration, and that briefly, only two of them.

The city is annually paying quite a sum for instruc-

tion in music, but for several years past no one has been charged with the responsibility of looking after the classes in this important branch of education. It has occurred to me that great benefit might result to the schools from regular semi-annual examinations in this, as in other branches of study. The musical exercise seems to be regarded by a majority of pupils as a mere pastime, and consequently golden opportunities to acquire information which might be useful through life are wholly lost. Let all the children who receive instruction in music, whether they can sing or not, be examined relative to their attainments in that science, and they would be far more likely to profit by the instruction given than they are now.

The subject of Drawing was presented for your consideration in my first semi-annual report. And, feeling as I do, a strong desire for its introduction into the schools, at an early period in the coming year, I again commend it to your attention.

The object of the development of man is to witness to the glory of God by culture and obedience. Whatever enables us to fulfil this duty is, in the purest and highest sense, useful. Things which help us to exist are useful only in a secondary and meaner sense. They prolong, but they do not elevate life. And yet people speak in this age of haste and activity, of houses, lands, food, and raiment, as if these alone were useful; and hearing, seeing, and thinking were only subordinate to eating and drinking. Thus it is with the masses; not so, however, with studious educators. The training or cultivation of the sight has, with us, been too much neglected. We are placed in a world of beauty with capacities to enjoy, and with a life-principle which is

quickened by what we admire and love, and which is as fully capable of culture and expansion as any other faculty of the mind, while it possesses the widest range and commands the greatest variety of objects.

Drawing is regarded by most people as a needless accomplishment, quite too frivolous to secure the attention of industrious youth; nevertheless, if a bright boy exhibits a talent for imitation and produces a good picture, he is at once applauded and pronounced a genius, even by those who have no interest in the cultivation of the art.

Time and space are not at my command to set forth at length the relation of this art to the various activities of life. "It has an intrinsic and practical value in every pursuit in which form is considered, such as architecture, machinery, pattern-making in all its varieties, jewelry, and engraving of every kind. It is indispensable in inventions, and in discoveries in the natural sciences, in perpetuating knowledge acquired. There is scarcely a calling in life in which this art would not find a useful application." But these are minor considerations compared with its importance in educating the mind. It addresses itself to the earliest developed faculties of the child, and should receive attention as soon as the child can hold and guide the pencil. Were this the case, we should secure far greater elegance and beauty in writing than we now obtain. The eye and hand should be trained in the delineation of form before they are set to imitating the intricate lines of manuscript.

We receive the idea of beauty from the objects of nature, in proportion to our acquaintance with those objects and our power to comprehend them. It has truth-

fully been said, ‘ the artist sees the works of nature as they are seen by no other.’ The practice of drawing assists in forming the *habit of correct observation*, enlarges the mind and enables it to grasp a much greater variety of truths concerning the objects beheld. It quickens the perception, corrects and stimulates the imagination, and presents nature transfigured to the well-cultured eye. By directing the mind to the diversity in the forms and size of objects, and to the delicate coloring in landscape and clouds, it multiplies the sources of pleasure, and becomes to every pupil the occasion of genuine delight. “ It is so fascinating to the young, that it will agreeably and usefully occupy their leisure hours, will render home more attractive, and serve to check those idle habits which, when once formed, result in mischief and even ruin. It tends also to refinement of taste, the elevation of the moral feelings, the cultivating and developing of the love of the beautiful, and tends, through nature, to lead the mind to Nature’s God.”

Gentlemen of the Committee, thanking you for your many acts of kindness, both official and personal, I submit these various suggestions, hoping that some of them may receive your approval, and be turned to good account in promoting the great interests committed to your trust.

Respectfully presented,

J. H. TWOMBLY,

Sup’t of Public Schools.

February 28, 1867.

## SUPERINTENDENT'S THIRD SEMI-ANNUAL REPORT.

---

*To the School Committee of the City of Charlestown:*

GENTLEMEN,—In conformity with your Regulations, I submit the following as my third semi-annual Report.

Aware that an unusual number of interesting documents are to be printed in connection with the forthcoming Annual Report of the Board, I have omitted several topics which would otherwise have been presented for your consideration.

Those subjects, however, which are of general interest as indicating the present condition of the schools or the development of our school system, I shall lay before you, and with as much brevity as their importance seems to allow.

### PHYSICAL CULTURE.

The importance of this subject is seldom appreciated as it should be.

Physical culture holds an intimate relation to every department of education, and to all the activities of life. Health is one of nature's conditions of success in the "learned professions," as well as in the sterner pursuits of commerce and trade, and should receive the careful consideration of the guardians of public instruction. A proper attention in the school-room to the laws of

physical development would add a large per cent. to the intellectual capacity and acuteness of the pupils. The out-cry so often made respecting the severe tax laid upon the brains of school children, seldom has even the coloring of fact for its support. I consider it a reproach to the human intellect, or a burlesque upon the popular methods of education, to say that children of ordinary ability cannot gain a good knowledge of the studies pursued in our Primary and Grammar Schools, in the time usually allotted for that purpose. I know that pupils have sometimes failed in health, but this has arisen from other causes than the amount of mental effort they were required to make. It came from feeble constitutions, from improper indulgences at home, or the want of muscular exercise. A well-expanded chest, and properly developed lungs, are prime conditions of mental growth and a cheerful life. The ordinary recreations of children bring into play but a small part of their muscles, or, if the muscles are generally exercised, the chest and lungs are but partially developed. Free gymnastics therefore should be required of *all* the pupils in our schools, the feeble as well as the strong; and such vigorous exercises should be provided for the older boys as will develop manly energy in the coming men. Rooms for such purposes already exist in the Bunker Hill and the Warren Grammar School buildings, and, with as little delay as possible, the basements of the Prescott, Winthrop, and Harvard Schools, and particularly that of the High School, should be turned into gymnasiums, and be furnished with proper apparatus. The expense incurred by such an arrangement would be paid a hundred times over, by the improved health and the increased vigor of the youth of this city.

## CORPORAL PUNISHMENT.

Corporal Punishment, as defined by the Regulations of this Board, means "the infliction of bodily pain." This definition may be correct, but it is far more comprehensive than the one ordinarily given. It is generally understood to mean beating or striking, as with the hand, a rattan, or ferrule.

In regard to the necessity of effective government in school there is universal agreement. No one would sanction anarchy there. But government implies law, and law, penalties. Still the penal code of a school should be regulated less by what may seem to be the demands of rigid justice, than by a due consideration of the object of public instruction. That object is the intellectual and moral culture of the pupils.

For the maintenance of good government, several things are requisite on the part of the teacher; among which are an ardent love for the young, ready discrimination of character, self-possession, tact to meet emergencies, genuine enthusiasm in the work of the school-room, extensive and varied attainments, and inventive power to interest and direct the minds of children. Unquestionably, the possession by the teacher of a comprehensive and symmetrical character, is essential to the highest type of government; nevertheless, I do not believe it possible, in the present state of society, to conduct our public schools efficiently without the *right* to resort to the rod. Let it be announced that corporal punishment is abolished, that hereafter no pupil is to be *whipped*, and anarchy would be the immediate result in many schools. It is admitted that some teachers are highly successful in managing their schools without em-

ploying this agency. But the number who do so is so small, compared with the whole number of teachers, that their success must be regarded as an exception rather than the rule. The fact is, there are some children in every community, and in almost every school, so persistent in disobedience, so lost to all the promptings of self-respect and elevated principles, in a word, so mature in sin, that it is impossible for a teacher oppressed with the cares of a school to control them simply by moral suasion. Some sterner agency must be employed. But when the necessity for corporal punishment does arise there is need of great prudence. To pupils of refined and delicate sensibilities, a blow, under almost any circumstances, is morally injurious, and it is so to all children when given in anger or impetuous haste.

When a teacher is obliged to perform this unpleasant duty, — and the person to whom it is not unpleasant, is unfit to have charge of a school, — he ought to do it *deliberately, thoughtfully*, and in a spirit of unfeigned kindness to the offender. The spirit of many a child has been embittered for life, by a needless, or an improperly administered punishment in the school-room. We would enjoin it upon every teacher to use the utmost caution, the greatest prudence. This duty, this *irksome task*, should be performed with a clear conception of its moral consequences. It should be done in a spirit of genuine sympathy, and for the purpose of promoting the ultimate good of the pupil. To punish a child merely to illustrate the supreme authority of the teacher, rather than to benefit that child, is an abomination.

Probably there is no more whipping done in our schools than in others of a similar character, yet I am



convinced that there has been altogether too much of it in many of them. Children have been punished for trivial offences, hastily, and sometimes unduly. Later, however, there has been exhibited a positive disposition for improvement.

I have on two occasions addressed the teachers on this subject, with I think some good results; and the order adopted by the Board is having a very favorable influence. This order requires every teacher to keep a record of all cases of corporal punishment, and to make a monthly report to the Superintendent of each case, giving the name of the scholar, the date of the occurrence, the offence, the mode and degree of punishment.

From the returns for October, November, and December, it appears that the punishments have decreased in severity and number. The number of cases was more than fifty per cent less in December, than it was in October. There is, however, still chance for improvement, and if parents will use suitable endeavors to cultivate in their children a spirit of obedience, and a proper regard for the privileges of education, the occasions for correction may be greatly diminished.

### TRUANCY.

One of the most perplexing vices of the young, with which teachers have to contend, is truancy. Its influence is so pernicious, and its management requires so much time, and the intervention of so many parties, that it may be regarded as one of the greatest evils that afflicts some of our schools.

In order to abate this evil, the following plan, recommended by the Superintendent during the summer

term, was adopted by the Board, and has been for some time in successful operation.

This plan provides that the city shall be divided into four districts, and that a box for the use of truant officers shall be kept in each Grammar School. Notices of truancy in the building where the box is placed, and in the Primary Schools in the vicinity, are to be deposited in this box immediately after the commencement of the morning session ; and as early as ten o'clock the truant officer is to take the notices and search up the absentees. The plan also provides that a monthly report shall be made by each teacher to the Superintendent of Schools, of all pupils reported to the truant officers, and also by the Chief of Police of the action of the truant officers relative to those pupils. The committee on Police, appointed by the City Council, unanimously voted to co-operate with the School Board in carrying out this arrangement.

I am satisfied from the testimony of the teachers, that the truant officers attend promptly to their part of the work, and I take pleasure in commending them for their fidelity and efficiency.

## COURSE OF STUDIES.

In my first semi-annual Report, I recommended the classification of the studies of the Grammar and Primary Schools, and the Board passed a vote directing me to carry out the recommendation.

No regular classification existed in the Primary Schools, and scarcely anything worthy of that appellation in the Grammar Schools as a whole. The arrangements of the latter schools were quite dissimilar ; so

much so, in fact, that a description of the classes and divisions in one, would very imperfectly apply to those of another. I do not mention this as a fault on the part of any one, but as indicating the condition of the schools as they were, and one of the almost inevitable results of the want of a general oversight. Taking the limits suggested by the Regulations of the Board, I divided the Primary School studies into six parts, making a three years' course; and the Grammar School studies into twelve parts, each occupying six months; and the twelve together forming a course of six years. The arrangement of the several studies ultimately decided upon was the result of much reflection, a personal inspection of schools in this and other cities, and a careful examination of the courses of study prepared by the best educators in the country.

Numerous advantages will arise from the adoption of this course.

It provides a definite work for each six months, and will thus stimulate teachers and pupils.

It presents a great variety of topics for instruction; for instance, the form, color, size, and construction of objects; air, water, articles of food, and of wearing apparel; plants, flowers, animals, and minerals; habits, manners, and morals; physiology, philosophy, interesting biographies, and historical sketches. While it insures definite and early attention to the branches ordinarily taught, it opens the living world of thought and fact to the pupils.

Special provision is made for attention to singing, physical exercises, and those elementary instructions which are ever essential to finished scholarship. It will greatly enrich the instruction of the schools, and give to each examiner a definite field for investigation.

In a word, it will make it possible to hold every teacher and every class to a definite line of effort.

## PROMOTIONS.

The new rule requiring semi-annual promotions cannot immediately go into effect. Promotions in the Grammar Schools are regulated by those in the Primary Schools. In these, the work has been greatly increased by the new arrangement of studies, consequently the whole year will be needed to complete the preparation of the first classes.

Some of the advantages of this measure will be patent to all. One is, that scholars who fail to receive promotion, at any particular time, will lose but six months, instead of a year as formerly. Another is, all enterprising, healthy, and studious pupils will find it much more easy to shorten their course of study, than they did under the old regime.

The true method of promotion is, when the studies are adapted to the pupils of ordinary ability, to allow those of superior talents to advance as rapidly as they can, and promote the others by classes, carrying forward the *dull* with those possessing medium talents. There may be exceptions, but they should be few. It will doubtless be better, far better, for nine out of ten dull scholars, who have but a brief period for schooling, to go forward with the children of their own age, than to be sent back into classes of younger pupils, to go a second time over studies which, at best, are only partially introductory to those which should be their chief object of pursuit.

## TEACHERS.

During the year, four public examinations of teachers have been held, and for each occasion several series of written questions were prepared. One of these was an examination of gentlemen for the principalship of the Harvard Grammar School; the others of ladies who were applicants for positions as assistants in the Grammar Schools, or as principals of the Intermediate or Primary Schools. Of this class of applicants, eighty-one were in attendance at the several examinations, and forty obtained *seventy* per cent. of correct answers, which is the minimum percentage allowed by the committee.

## NAMES OF ACCEPTED CANDIDATES.

Elvira L. Austin	Georgia Lane,
Carrie L. Boswell,	Sarah L. Lancaster,
*Frances A. Cragin,	*Hattie E. Marcy,
*Mary L. Coombs,	Frances H. Munroe,
Evantie F. Cliesley,	Hannah E. Moulton,
*Frances L. Dodge,	E. B. Norton,
Frances B. Dewey,	Ellen M. Pierce,
Lucy E. David,	*Helen Porter,
A. L. Fosdick,	Alice M. Richards,
Sarah M. Foster,	*Harriet V. Richardson,
*Elizabeth J. Farnsworth,	Mary S. Russell,
*Alice Hall,	*Mary P. Swain,
Jennie E. Hintz,	*M. E. Tuck,
Paulina E. Holbrook,	*Emma B. Tyler,
Mary J. Haslit,	Helen Tincker,
Sarah P. Hamilton,	E. A. Thomas,
Mary H. Humphrey,	C. E. Woodman,
Effie G. Hazen,	*B. W. Willard,
Angelina M. Keefe,	B. M. Whittemore.

---

\* Now teaching in this City.

The following questions, which were used on one of the occasions, will indicate the character of the examinations.

### ARITHMETIC.

1. Multiply  $9\frac{1}{2}$  by  $\frac{2}{17}$ , and explain the process.
2. Divide 7.25406 by 9.57, and explain the process.
3. A merchant bought cloth at \$5.00 per yard. What must be his "asking price" in order that he may fall on it 10 per cent., and still make 10 per cent. on his purchase?
4. A and B can perform a piece of work in  $5\frac{1}{11}$  days; B and C in  $6\frac{2}{3}$  days; and A and C in 6 days. In what time would each of them perform the work alone, and how long would it take them to do it together?
5. A certain room is 24 feet long, 18 feet wide, and 12 feet high. How long must be a line to extend from one of the lower corners to the opposite upper corner?

### GEOGRAPHY.

1. Draw a map of the Middle States, and name the capital of each.
2. What are the boundaries and principal rivers of Ohio, Missouri, Italy, Persia, and Hindostan?
3. Name the divisions of land and water through which the 40th parallel of north latitude extends.
4. In what countries and on what rivers are the following cities, viz: Seville, Berlin, Glasgow, Belgrade, and Pittsburgh?
5. Describe the course of a ship, and name the waters through which it would pass, in going from Marseilles to Calcutta.

## GRAMMAR.

1. What is a verb? Give the principal parts of the following verbs : Awake, chide, learn, eat, work, dream.

2. Write a sentence containing two correlative conjunctions and a connective adverb.

3. How does analysis differ from parsing?

4. Analyze *this* sentence, giving the principal parts and the modifiers.

5. Parse the Italicized words in the following quotation :

“ Ambition ! powerful *source* of good and *ill* !  
Thy *strength* in man, *like* length of wing in birds,  
*When disengaged* from earth, *with* greater ease  
And swifter flight *transports* us to the skies.”

## HISTORY.

1. Describe the settlement of Virginia.

2. What were the causes, the chief battles, and the results of the French and Indian war?

3. When and where did the first Colonial Congress assemble, why was it called, and what was done?

4. State the causes of the second war between this country and England.

5. Give an account of “ Southern Nullification.”

Most of the young ladies who applied had enjoyed the advantages of an academic, normal, or high school education ; but as a whole they had received very little special training for the profession upon which they proposed to enter ; and the great majority of them failed to answer the more difficult questions proposed. All were probably qualified to give tolerable instructions in the

elementary branches, but, to make teaching a success, broad and varied culture is requisite. Public school teaching is, in many respects, a belittling business. The constant dwelling upon detail, upon the minutiae, which must necessarily be explained, in order to facilitate the progress of young pupils, inevitably draws the mind from the more comprehensive and elevating subjects of thought. It is consequently a matter of the highest moment that teachers have, in the outset, thorough culture. It is not sufficient for them barely to understand the studies to be taught, they need a familiar acquaintance with many branches of knowledge. To many, it would seem absurd, indeed, almost ridiculous, to require the teachers of *Primary Schools*, or of the lower classes in the Grammar Schools, to have a thorough knowledge of botany, mineralogy, conchology, natural history, chemistry, &c. Yet if they had this knowledge at their command, how easy it would be for them to multiply their usefulness a hundred fold. Pebbles, shells, flowers, fruits, grasses, trees, and animals would all become living volumes which they could open by the wayside and in the school-room, to awaken and inspire the minds of their pupils.

No one regards an examination as an infallible test of scholarship, much less of ability to conduct a school; for there are many who would utterly fail in such an ordeal, who are, nevertheless, very successful teachers. The same persons, however, if more fully accomplished, would be far more useful than they are at present. Let it be fully established, then, that in all places candidates will be *thoroughly examined*, and they will secure a far better preparation than they have heretofore.

There are subsidiary yet essential qualifications which



must not be overlooked. One of these is *health*. There are but few places, out of the mines or the coal pits, where health is so severely taxed as in an ordinary school-room. The want of ventilation, the atmosphere usually found there, and the constant use of the vocal organs, together with the unceasing anxiety of a faithful teacher, are quite too much for ordinary physical strength. A person with a feeble constitution should not seek for such a position.

## MUSIC.

This important branch of education continues to be under the charge of Mr. Wm. H. Goodwin, who has for several years filled his present position with great credit to himself, and to the satisfaction of the Committee and the public. He spends two hours weekly in each Grammar School, and one in the High School.

Early in the summer the Board ordered the formal examination of the classes in music. The Committee charged with this responsibility visited each school, "listened to recitations in the rudiments, the singing of the scale, practice upon the board and in the singing-book," and reported, "That the instruction given in this branch by Mr. Goodwin is very thorough and important, that it extends beyond the limits usually reached by such pupils, even in what used to be called singing schools." "Your Committee were especially pleased with the familiarity with the chromatic scale, evinced by the pupils in the Prescott and Warren schools; while the first divisions in all the schools showed that they had been carefully trained, and gave their answers with great promptness."

## PRIMARY SCHOOLS.

There are in this department thirty-five schools ; two of which have been formed during the current year. The new schools numbered, respectively, 6 and 7, and taught by Miss Tuck and Miss Prescott, occupy rooms in the Bunker Hill Primary School building.

Decided improvements have been made in the accommodations of the Primary Schools within the year. The edifice just referred to has been remodelled at an expense of \$3,400. A hall has been run through the centre of the building, in the first and second stories, making in all eight rooms. Each room has a sink and a clothes-room, and is supplied with a full complement of blackboards. Six of the rooms have been furnished with desks and chairs of the most approved patterns. The school on Charles Street, taught by Mrs. Small, the two in Allen's Building, one taught by Miss Marden, and the other, recently, by Miss Tuck, also Miss Tate's school on Bunker Hill Street, and Miss Yeaton's on Mead Street were removed to this building early in September ; and from the surplus of these schools, and the accessions of new pupils, another school was organized early in that month. These schools have now an average membership of sixty-two.

The other two rooms have been temporarily occupied by divisions of the Warren School, and will be supplied with their appropriate furniture whenever they are needed. The rooms in the building on Bunker Hill Street, near the Navy Yard, and the one on Soley Street have been furnished with new desks and seats.

The building on Austin Street, occupied by Miss Rea, has been removed to the recently purchased lot on

Richmond Street, and considerably enlarged and improved. In consequence of the burning of Boylston Chapel, in the early part of the summer, Miss Foster's school, which had been held there for several years, was temporarily disbanded. After many efforts to secure a place for it, a small room was obtained under the City Hall. Here the first class was assembled and instructed till the close of the term. The remaining pupils were sent to other Primary Schools.

At the opening of the fall term this school was placed in the dilapidated structure on Elm Street, from which place it will be transferred immediately to the building on Richmond Street, which was moved some months since from Charles Street, to afford temporary shelter for a division of the Harvard School.

It will probably be necessary, at an early period in the spring, to transfer the school-house near the summit of Bunker Hill to the City lot on Medford Street, or to some place nearer the Point, in order to supply the increasing wants in that section of the City.

Early in the autumn the City was re-districted. The plan was prepared, at considerable expense of time and labor, by an efficient committee. That portion of their report relating to Primary Schools was immediately adopted by the Board, and those schools were re-organized by the Superintendent.

The new system of graded schools was put into operation soon after the opening of the term in September; and many prejudices which at first were entertained against the measure, have been overcome by an exhibition of its advantages. The teachers are generally pleased with it, and all probably will be when they shall have given it a fair trial.

The new course of studies has been introduced into these schools with every prospect of success. Teachers and pupils are alike interested. The children are delighted with the slate exercises, and are making excellent progress in printing letters, making the Roman and Arabic characters, drawing the figures on the tablets, solving simple problems in the fundamental rules of Arithmetic, and in forming script letters. They are also making good proficiency in the elementary sounds of the English language, which will be of lasting benefit to them both in reading and spelling.

I called the attention of the teachers and of the scholars to the exercises named, long before the classification of the studies was completed; and, as a result of all the means employed, several of the first classes are now, in many respects, better qualified to enter the Grammar Schools, than most of the first classes were at the date of their admission in July, 1866.

The importance of the Primary Schools is a theme upon which many committees have written, but none of them have over stated it. In these schools, habits are formed, which are carried along through the whole course of instruction. Here the softened clay is moulded, and often dried and *hardened*. That moulding, if possible, should be right, for it can never be repeated. The old notion, that almost *any one* can teach a school of this kind, has been pretty generally abandoned. In this department, as much, if not more than in any other, are needed varied culture, refinement of manners, patience, tact, and nice discrimination of character. The School Committee have shown their appreciation of these teachers, and equally of the work which they expect them to perform, by making their salaries

the same as those of assistants in the Grammar Schools. The Primary School teachers, as a body, are laboring with great fidelity and success, and most of them are favorably noticed by their respective committees.

## INTERMEDIATE SCHOOLS.

No.	Teacher.	Location.	Sub-Committee.
1.	SARAH M. GINN.	Winthrop St.	ANDREW J. LOCKE.
2.	*A. R. STEARNS.	Main St.	GEORGE H. YEATON.

These schools are among the most difficult in the City. They are usually crowded; their accommodations are of an inferior character, and they are mostly composed of Scholars who, in consequence of sickness, irregular attendance at school, and other causes, have made but little progress in their studies. To govern and teach them require experience, energy, and versatility of talent; nevertheless they have been well managed and are successfully accomplishing their mission.

The committee on No. 1, in both of his reports, highly commends the school and the teacher, and in the second he says, "Miss Ginn seems in every respect well qualified for her onerous situation." Thirteen scholars were sent to the Grammar Schools in February, and forty-four in July.

No. 2 was under the charge of Miss Mary A. Smith till the close of the term ending in July. Miss Smith was a competent teacher, and enjoyed the favorable consideration of the Board.

After her resignation, Miss A. R. Stearns was transferred to this school from Primary No. 24.

---

\* Transferred to the Bunker Hill Grammar School building Jan. 6, 1868.

Miss Stearns is an experienced and capable teacher, and the school is making excellent progress under her direction. Between forty and fifty scholars were sent to the Grammar Schools last year.

## GRAMMAR SCHOOLS.

My views in regard to these schools were pretty clearly indicated in my first and second semi-annual reports. Those views have been confirmed by subsequent observations.

In July, I examined the first and second classes by written questions. The results showed that the scholars had made about the same attainments as were exhibited by those of similar classes at the previous annual examination. I can speak in the usual terms of commendation respecting teachers and pupils; in fact, I can truthfully speak in *very* high terms of many of the teachers in these schools; nevertheless, the progress made by the classes is not what in my judgment it should be. This is not owing to the want of industry or capability on the part of the teachers, but to the *defects* in the *general system* of education.

In grammar, the first classes appeared to be quite familiar with the terms usually employed in analysis; but they evidently lacked practice in *parsing*. Not a few of the pupils found it difficult to construe the words of a sentence so as to give its proper meaning; yet one important object of the study of grammar is to unfold and express the sense of a writer.

The second classes, now the first in these schools, had not then advanced sufficiently far to attempt to parse all the parts of speech.

In history, all the classes, both first and second, appeared very well so far as they had pursued that subject; but the course in this branch is altogether too limited. The text-book is too diffuse, and the events in our early national history are treated at such length, that the most advanced classes go only to the "Colonial Period"; hence they leave school in almost entire ignorance of the history of the country since the organization of the Federal Government. A change must be made in the text-book or in the method of instruction.

In geography, the scholars had evidently made much proficiency. They exhibited a good degree of familiarity with its prominent facts. Quite too much time has heretofore been spent in this branch in memorizing mere details. A wiser policy has been adopted by many of our teachers. In these schools, children should be taught the main facts, the unchanging outlines of geography; the minutiae, whether relating to natural products, population, or business, should hold a secondary position.

A few of the classes in arithmetic passed unsatisfactory examinations; the majority acquitted themselves very creditably. This study has not been commenced as early as it might have been, consequently too great an amount of labor has been left for the last year.

Map drawing, composition, declamation, and vocal and physical gymnastics have recently been introduced into these schools.

Map drawing is attended to by all the classes in geography. Many of the pupils have become quite expert in the practice, and some of their maps are really fine. In one school, at least, the scholars are required daily to draw maps from memory, and the exercises are so

conducted that each individual draws a map of every state, territory, or country which is the subject of study.

Composition, declamation, and vocal and physical gymnastics are generally attended to, but not with that regularity and efficiency which is desirable. It is expected that as soon as the Grammar Schools are reorganized in accordance with the new districts, more definite and constant care will be bestowed upon these important exercises.

A peculiar feature has been introduced into these schools during the year, which consists of giving a Diploma, or Certificate of Graduation, to every scholar who completes the entire course of study.

The decision of the Board in regard to this matter was reached at so late a period in the year, that there was very little time to prepare for public exercises, still a beginning was made.

Next year the *Grammar School Commencements* will doubtless be occasions of general and popular interest. No great amount of time should be spent in preparation; but brief exercises and addresses, which will interest the people for an hour or two, will be of great advantage to the cause of education.



## BUNKER HILL SCHOOL.

**Teachers.**

ALFRED P. GAGE, PRINCIPAL.

MARY A. DAVIS, HEAD ASSISTANT.

ABBY F. CROCKER, SUB-MISTRESS.

## ASSISTANTS.

ELDORA A. PICKERING,	LYDIA S. JONES,
BERNICE A. DEMERITT,	MARY F. JAQUITH,
MARY S. THOMAS,	MARTHA B. STEVENS,
HATTIE E. MARCY,	ANGELINA M. KNOWLES,
*MARY L. COOMBS,	*CLARA S. NYE,
*L. W. McCUTCHINS,	*EMELINE B. TYLER.

**Sub-Committee.**

WM. H. FINNEY,	CHARLES H. BIGELOW,
CHARLES F. SMITH,	WM. PEIRCE.

The following extracts are made from the February Report of the Committee.

“The new school-house on Baldwin Street was dedicated on Friday, 22d February. The transfer from the old building was very agreeable to scholars and teachers, but it is necessary for the comfort and convenience of both that a few changes be made in and about the building. The most important change required is to provide another entrance to the yard or basement, or both. By the present arrangement much time is lost at recess, and also at dismissal. It requires fifteen minutes for all the scholars to file out and in, at recess.

---

\* Substitutes.

“Should a gate be made in the fence of the girl’s yard, half of this time would be saved, and other inconveniences avoided.”

The Committee speak in high terms of the teachers, and particularly commend the method of instruction and the progress of the classes in reading.

“Written Arithmetic. — Formerly, *scholars did not commence writing numbers in Arabic* characters until the *third year*. The limits now prescribed for the first year are to write numbers containing seven figures, add and subtract the same. The scholars have made a very good beginning. The class that has previously completed addition in written arithmetic in one year, will, this year, complete division

“Geography. — Very great improvement has been made throughout the school in the method of teaching geography. More oral instruction has been given, and the scholars appear to have a better understanding of the subject. In the upper classes the cumbersome text-book in use has prevented as rapid an advance as might have been attained by the use of a book not so full of details.”

In their Second Report the Committee say: —

“The Bunker Hill School maintains the same general standard of excellence as was indicated in the last semi-annual report.

“During the entire summer, the Principal, Mr. Gage, was confined to his house by a painful sickness. He continued, however, to exercise in some degree a direction of the affairs of the school, by frequent consultations with the teachers; by preparation of questions

for the semi-annual examination, and by general instruction in relation to its management.

“During this time the school suffered no interruption in its usual progress of studies, and no slackening of its usual good discipline.

“Upon Miss Mary A. Davis devolved the responsibility of the general supervision of the school, as well as that of preparing the first class for admission to the High School. She performed her arduous duties with a devotion and success which command the hearty thanks of the committee, and which merit recognition by the Board.

“The thanks of the committee are also due to most of the teachers for their zeal and co-operation in maintaining the usual standard of discipline and thoroughness of instruction. They also recognize the general good conduct of the scholars during this period.

“The exercises at the close of the term were witnessed by quite a large audience of friends of the school, who were apparently interested and gratified. The programme and questions were prepared by the principal with a view to exhibit the general work of the school, and to enable each class to be represented. The questions were placed in sealed envelopes and handed to the teachers immediately before the commencement of the exercises. Diplomas were presented to the members of the graduating class, and addresses were made by the Superintendent and others.

“Weekly meetings of the teachers are held for consultation in relation to methods of teaching and discipline, and to consider various subjects connected with the welfare of the schools.”

## PRESCOTT SCHOOL.

### Teachers.

GEORGE T. LITTLEFIELD, PRINCIPAL,  
 SARAH M. CHANDLER, SUB-MISTRESS,  
 MARY G. PRICHARD, HEAD ASSISTANT.

### ASSISTANTS.

MARTHA M. KENRICK,	MARIETTA BAILEY,
MARY C. SAWYER,	GEORGIANNA T. SAWYER,
ELLEN C. DICKINSON,	FRANCES A. CRAIGEN,
LYDIA A. SEARS,	ELIZABETH J. FARNSWORTH.

### Sub-Committee.

GEORGE H. MARDEN,                      GEORGE H. YEATON,  
 JOHN SANBORN.

Extracts from the semi-annual Reports of the Sub-Committee : —

“The usual examination of the Prescott School was made in February. The scholars were examined in the various studies which they had pursued, and the School was found to be in good condition.

“The Principal and teachers are working together harmoniously for the interest of the scholars, and are meeting with success. Some of the teachers are of course more successful than others, for all have not the same faculty for drawing the children towards them, and of awakening and keeping up, on the part of the scholars, an interest in the school duties and studies, making them feel it a pleasure as well as a duty to go to school.

“Some progress has been made in inducing the parents and friends of the scholars to visit the school, and see, for themselves, how its affairs are conducted. Many have dropped in from time to time to hear a lesson or witness an exercise, thereby encouraging the teacher as well as the scholar.

“The new diplomas furnished by the School Committee were awarded to the scholars of the graduating class, who received them with evident marks of pleasure. This new feature in our school system will prove to be very beneficial.”

“The usual examination of this school was made in July, and the result was quite favorable. A considerable success had attended the method of teaching by oral instruction. Map drawing from memory is constantly practiced in all the rooms. Gymnastics are practiced twice each day in all the classes, and in fair weather both boys and girls are drilled in these exercises in the open air. The writing in many of the rooms in this school is, as usual, excellent.”

Early in the fall term, Mr. William Baxter, who had held the position of Principal about three years, tendered his resignation, accompanied with a request that it might take effect on the first of December. His resignation was accepted, and, by permission of the Board, he immediately went to the West in pursuit of health. Mr. B. was an active and progressive teacher, and, though afflicted with illness for sometime, he managed the school with a good degree of energy and tact. During most of the fall the school was under the charge of Mr. Littlefield, long and favorably known as Principal of a Grammar School in Somerville. Mr. L. has recently been appointed Principal, and has assumed the full

charge of the school with every prospect of success. He brings to his new position much experience, sound judgment, and a worthy ambition.

## WARREN SCHOOL.

### Teachers.

GEORGE SWAN, PRINCIPAL,  
CHRISTIANA ROUNDS, SUB-MISTRESS,  
ANNIE M. TURNER, HEAD ASSISTANT.

### ASSISTANTS.

MARY A. OSGOOD,	HENRIETTA J. MERRILL,
MARIA BROWN,	*GEORGIANNA HAMLIN,
MARGARET VEAZIE,	*MARIA T. SAVAGE,
JULIA A. WORCESTER,	†FRANCES L. DODGE,
V. A. M. L. DADLEY,	†ALICE HALL.

### Sub-Committee.

EDWIN B. HASKELL,	ANDREW J. LOCKE,
WILLIAM B. BRADFORD,	STACY BAXTER.

The examinations of this school were regularly attended to, and indicated a very commendable degree of success in the work of instruction, considering the positions occupied by the classes. Its misfortunes are very clearly delineated in the first Report of the Committee.

“The Warren Grammar School has undoubtedly suffered somewhat since the last Report of the sub-committee, from the unsuitable rooms occupied by several of the classes. We are pleased to report, however, that we have emerged from two basements and are now mostly above ground. Soon after the Thanks-

---

\* Transferred from the Prescott School near the close of the year.

† Transferred from the Harvard School near the close of the year.

giving vacation (in 1866), the hall of the High School-house was filled with seats and desks for two classes, and the two classes that formerly occupied the Universalist Vestry, one in charge of Mr. Swan and Miss Turner, and the other in charge of Miss Brown, were removed to that place."

"This change enabled us to remove one class from the basement of the Prescott School, and one from the poorest room of three in the basement of the old Armory building, at the corner of High and Pearl Streets. The other class from the Prescott basement, Miss Worcester's, was at the same time removed to the rear room over the Engine House on Main Street, which had just been vacated by a colony of the Bunker Hill School. In December (of 1866), the old Armory building, before mentioned, was partially destroyed by fire, and the two classes which had occupied rooms there were obliged to emigrate again. After some delay, quarters were found in Winthrop Hall, on Main Street, eligibly situated over a marble worker's place of business, where the scholars have an opportunity for edifying meditations on the effects of polishing the rough blocks that come from the quarry. The classes of Miss Rounds and Miss Osgood are in the Universalist Vestry, and those of Miss Veazie and Miss Merrill are in Winthrop Hall, hoping soon to be removed to spare rooms in Bunker Hill (new) School-house."

In their second Report the Committee say, "Much of the Principal's time has been taken up in going from one colony to another, a disadvantage which he has keenly appreciated, and the instruction of the first class has devolved, to a great extent, on the first assistant, Miss Turner. By reason of this lady's ability and

fidelity the class has not suffered, as has been shown by the success of the applicants for admission to the High School, including two scholars not recommended by the Principal. With this case in mind, the sub-committee wish that the trial for the High School might be open to all scholars, especially to all in the first classes, as the Principals may, in some cases, be swayed by views of their own interest to reduce the number of candidates. The Warren School is probably no more liable to this danger than any other, and we make these general recommendations with no special reference to this school."

The afflictions of this school now seem to be at an end. A beautiful and costly edifice has been reared for its accommodation, and, in a few days, the school will be reorganized, enlarged, and regularly performing its appropriate work.



## WINTHROP SCHOOL.

### Teachers.

B. F. S. GRIFFIN, PRINCIPAL.

CALEB MURDOCK, SUB-MASTER.

SOPHIA W. PAGE, HEAD ASSISTANT.

### ASSISTANTS.

HARRIET E. FRYE,

A. M. CLARK,

E. A. WOODWARD,

HARRIET V. RICHARDSON,

A. P. MOULTON,

JOSEPHINE A. LEES,

M. F. GOLDTHWAITE,

SARAH L. FRYE.

### Sub-Committee.

SAMUEL H. HURD,

OSCAR F. SAFFORD,

JAMES ADAMS.

Mr. David Balfour served on the Committee through the early part of the year, and the vacancy made by his resignation, which was presented to the Board in June, was filled by the election of Hon. James Adams. The corps of teachers has suffered but little change during the year, and the school has been conducted with its usual order and efficiency.

In their second Report the Committee say: "We trust the proposed plan of a systematized course of studies will effect the graduating, each year, of a larger number from the Grammar Schools. It is a pernicious habit to remove boys and girls from school just as they have grown old enough, with proper effort, to make good progress. Parents yield to the fancy of a child to withdraw from school,—a yielding, the importance of which the parent should realize, but does not any more than the child,—too often to be regretted by the sufferer

from it—the child—in future years. A sacrifice on the part of parents, and a greater energy on the part of the children, at this particular period, for a year, or a few months even, would elaborate wonderfully many rudimentary elements of education. It is surprising to see how much is accomplished at this age. We believe that the community need to be more thoroughly alive to the good our schools are accomplishing and can accomplish.”

“Parents are dissatisfied with the discipline of a teacher, and seem to forget how their own patience is tried, and their authority set at naught at home, by this same troublesome disposition,—about the punishment of which they come to consult the committee. Irregular attendance is a manifold evil. It is not superfluous to enlarge upon its influence. Those who should feel most interested do not realize the baleful consequences which result from it. They do not understand, apparently, that habits of irregularity are formed never to be overcome. That education is undervalued. That the value of the attendance actually given is much lessened by frequent interruptions. Injustice is done to the class as a whole; the progress of the more constant scholars is hindered, and dissatisfaction created among their parents.”

“The practise of weekly reviews is still continued as during the past three years. The written reviews, we believe, are of great assistance in cultivating accuracy on the part of the pupils.”

## HARVARD SCHOOL.

**Teachers.**

WARREN E. EATON, PRINCIPAL.

MARTHA BLOOD,	} HEAD ASSISTANTS.
ABBIE B. FISKE,	

## ASSISTANTS.

ANN E. WESTON,	FRANCES L. DODGE,
LOIS A. RANKIN,	HELEN A. PORTER,
LUCY L. BURGESS,	SUSAN H. WILLIAMS,
FANNIE B. HALL,	ALICE HALL.

**Sub-Committee.**

ABRAM E. CUTTER,	J. E. RANKIN.
JOHN W. RAND.	

Mr. Moses H. Sargent was a member of this committee till the close of the summer term, at which time he moved from the City, and closed his connection with the Board. Late in the autumn, Mr. Rand was appointed to fill his place.

The February examination was made by the sub-committee, and the performances of the pupils, except those of the first classes in a few branches, were favorably mentioned in their report. The exercises in reading, spelling, and Colburn's First Lessons, and also the penmanship of the different classes, were particularly commended.

Early in March, Mr. J. B. Morse, a gentleman of large experience and well known ability, who for many years had had charge of this school, tendered to the Board his resignation, to take effect on the first of June. Mr. Morse left the school immediately after presenting his resignation.

The sub-committee, after thoroughly canvassing the subject of a successor, decided to recommend Mr. Warren E. Eaton, sub-master of the Prescott School, for the vacant principalship. Their choice was unanimously ratified by the Board. Mr. Eaton is a gentleman of much energy, thoroughly progressive in spirit, and devotes himself assiduously to the duties of his position.

In their second Report, recently made to the Board, the Committee say: "It was found necessary at the commencement of the present term, in consequence of the crowded condition of the lower classes, to form another division outside the school-house. This division was placed in the building recently moved upon the lot purchased by the City, on Richmond Street, making, with the division in the City Hall building, over one hundred scholars more than can be provided with seats in the Harvard School building."

"Mr. Eaton, who is well known to this Board, has taken hold of his work with characteristic energy, and has already gained the favor and respect of teachers and pupils. In his report to the committee, he says: 'I was agreeably disappointed to find the different classes in such excellent state of discipline. With the exception of the conduct of the boys at recess, and the order of one or two rooms, I saw nothing in the general deportment of the pupils that was not creditable.'

"It is greatly to be desired that, another season, something may be done for our school-house, it having been left far behind all the others, in our City, in its accommodations. The present condition of its roof will necessitate some action on the part of the City Government, and a thorough remodelling of the whole building would

be better economy than temporary repairs, and conduce greatly to the welfare and convenience of the school. Your committee would, at this time, take occasion to commend in a special manner the labor and efficiency of Mrs. Fiske, upon whom the chief direction of the school depended during the time it was without a principal, and while Mr. Eaton was absent on account of sickness. In season, and out of season, she performed the arduous duties devolving upon her with good judgment and fidelity.

“They would also bear testimony to the faithful labors and efforts of the assistant teachers, who united cordially with Mrs. Fiske in sustaining and carrying on the exercises and discipline of the school.”

## HIGH SCHOOL.

### Teachers.

CALEB EMERY, PRINCIPAL.  
JOHN G. ADAMS, SUB-MASTER.

### ASSISTANTS.

CATHARINE WHITNEY,	ANNIE E. CARR.
JOSEPHINE M. FLINT,	* One Vacancy.

### Sub-Committee.

GEORGE W. GARDNER,	OSCAR F. SAFFORD,
J. E. RANKIN,	S. H. HURD.

This school is conducted with much efficiency, and seems to be growing in favor with the people. Its government is characterized by kindness, firmness, and discretion. Corporal punishment has not been employed during the year, and there have been but few cases requiring discipline of any kind. The pupils are treated as young ladies and gentlemen, who are required to cultivate a high degree of self-respect, and to exhibit a delicate regard for the rights and feelings of others. It is to be regretted that the youth of this City do not more generally fully appreciate the privileges of this school. A successful mastery of its course of studies would give tone and completeness to mental discipline, open to the active mind many sources of pleasure, and insure valuable acquisitions of knowledge.

During the year an English and Commercial Department has been organized, comprising a course of three years of such studies as are most appropriate for

business life. *Twelve* boys and *sixteen* girls entered this department at the beginning of the present term, and it is expected that in future many of our youth will avail themselves of the opportunity thus furnished, to secure a knowledge of the higher English studies. A *Diploma* will be given to every scholar who completes this course.

It has recently been decided by the School Board to introduce drawing into this school, and it is to be hoped that the pupils will manifest that cheerful interest in the exercise which its merits demand.

A desire has been expressed by some of the leading citizens of the place, and by members of this school, for the introduction of military drill. The utility of this exercise has been fully tested in several cities of this Commonwealth. The subject will be presented at an early day for the consideration of the Board.

The following Report of the Committee on this school, gives a clear exhibit of its condition.

## MINUTES OF EXAMINATION IN HIGH SCHOOL, FEBRUARY, 1867.

“The Committee arranged to examine the classes in a uniform manner, using a scale of marking from 5 to 0 ; 5 being perfect, one failure detracting 1, &c. In this way every member of all the classes was examined and marked, and from these marks the average of the class taken.

“The following schedule of classes and studies will show the results of the examination.

## SENIOR CLASS.

Studies.	Teacher.	Average Mark.
1. Virgil (Latin Division),	Mr. Emery,	4.90.
2. Epingle (French Division),	Miss Reed,	3.50.
3. Iliad (College Class),	Mr. Emery,	4.85.
4. English Literature,	Miss Whitney,	4.75.
5. Natural Philosophy,	Miss Whitney,	4.50.

## FIRST MIDDLE CLASS.

1. <i>Cæsar</i> ,	Mr. Emery & Miss Reed,	4.95.
2. French,		
3. Geometry,	Miss Reed,	3.50.
4. Rhetoric,	Miss Reed,	4.67.
5. Constitutional Text-book,	Miss Flint,	5.00.
6. Xenophon (2d College Class),	Mr. Emery,	4.90.

## SECOND MIDDLE CLASS.

1. Latin Prose Book,	Mr. Adams,	3.75.
2. Algebra,	Miss Carr,	3.75.
3. French,	Miss Carr,	3.87.
4. Rhetoric,	Miss Flint,	4.85.
5. History,	Miss Reed,	4.10.
6. Greek (3d College Class),	Mr. Adams,	4.75.

## JUNIOR CLASS.

1. Latin Lessons,	Miss Carr,	3.00.
2. Algebra,	Miss Carr,	3.50.
3. Physiology,	Miss Whitney,	4.11.
4. Reading, Spelling, and Pen- manship,	Mr. Adams,	4.75.

## REMARKS OF EXAMINERS.

MR. RANKIN. — “ I found the class in Latin [Juniors] separated into three divisions, the first of which appeared admirably, but the other two were very defi-



cient in promptness and accuracy of recitation. There was not the same difference in the corresponding divisions in Algebra, but the first division seemed vastly superior to the others.

“Class in Greek (3d College) appeared to be taught with great precision. Some of the scholars seemed perfectly versed in the matter before them ; leaving no questions to be asked and no criticisms to be made.”

MR. SAFFORD. — “The class in English Literature passed an exceedingly satisfactory examination. The First Middle Class in Rhetoric exhibited evidence of faithful teaching and patient study. The Second Middle Class in Rhetoric made a highly creditable appearance.”

DR. HURD. — “In general terms I do not think the classes I examined appeared as well as the two previous years.

“My examinations were in the hurry and fatigue attending the general examination, and for that reason, probably, the scholars were weary ; certainly less fresh, animated, and interested, it appeared to me.

“The class in Latin Prose Book (Second Middle) acquitted themselves with great credit.”

MR. GARDNER. — “As a whole, the examination was very satisfactory. The College Classes all did themselves credit. Great allowance is to be made in all the classes for difference in intellectual capacities and habits, and in natural tastes. The teachers have all been diligent and faithful, though not equally successful. This could hardly be.

“The general tone of scholarship is quite high, and most of the scholars are evidently receiving the benefit designed. But there is room for improvement in the

general interest and spirit of study that go to make real scholarship. There ought to be less *task* work and more *love* work; less frigidity, routine, and treadmill drudgery, and more awakening and quickening of thought; more vitality of intellectual action; less of mere accumulation and more of growth. How shall these be secured?"

## ANNUAL EXHIBITION WITH THE GRADUATING EXERCISES IN JULY.

"The exercises were varied from those of previous years in omitting all formal examinations of classes. Instead, declamations, readings, and prepared recitations in Latin, French, and English, with one or two dialogues, occupied the time. The occasion was one of great interest, and gave universal satisfaction, with less weariness than in previous years.

"The President of the Board briefly addressed the graduating class, and then presented them with their Diplomas.

## GRADUATES OF 1867.

James F. Beard,	Lelia N. Holt,
William Bradford,	Mary H. Humphrey,
Constantine F. Hutchins,	Addie D. Hunnewell,
Wilmot M. Mayhew,	Isabella E. Magoun,
James W. Pickering,	Laura A. Mayers,
J. Frank Wellington,	Mary A. S. Murphy,
Maria L. Bolan,	Ella F. Parkinson,
Cora E. Butler,	Hannie B. Parsons,
J. Annie Carlton,	Anna M. Reilly,
Flora H. Doughty,	Emma F. Robinson,
Ellen E. Flanders,	Julia F. Sawyer,
Georgianna E. Goodwin,	Nannie H. White,
Emma H. Greene.	

“It is but just to remark that by vote of the Board, *Monsieur V. A. Guiot* has been employed a part of the year to give instruction in French pronunciation. He gave twenty-five lessons, and proved himself an eminently successful teacher. It is hoped that his services may be retained in the school. It is well known that no one but a native teacher can give to pupils a correct living illustration of the peculiarities of the French tongue.”

## CONCLUSION.

GENTLEMEN : — The period of my connection with the schools of this City has been emphatically a period of interruption and of change ; a time of preparation and of seed-sowing, such as very few cities in the older States have ever seen.

Four times, our schools have been disturbed by fire ; fourteen places, halls, basements, vestries, and chambers, have been temporarily fitted up for schools or classes ; two large and elegant structures, costing about \$70,000 each, and capable of seating fifteen hundred pupils, have been erected and thoroughly furnished for the occupancy of Grammar Schools ; and eight Primary School-rooms have been formed, and thirteen supplied with furniture of the first class. At my suggestion, the School Board and the Committee on City Property recommended the revision of a large quantity of school furniture. By request of the Board I took the oversight of the work. The measure resulted in the production of a large number of desks and chairs, worth about two thousand dollars, and in a net profit of more than *five hundred dollars*.

The numerous outward and comparatively mechanical duties which I have been called to perform, and which have arisen from the devastations of fire, and the generous efforts which have been made to improve our school accommodations, have necessarily interfered with my more appropriate labors. But the exigencies of the hour seemed fully to justify this diversion of time and effort.

The School Records and Teachers' Reports have been revised and put, it is believed, into a permanent form.

Several forms of blanks, and also a Teacher's Certificate and a Grammar School Diploma have been prepared.

The calls of citizens to obtain information, or to bring complaints, likewise of teachers for various purposes, and of candidates for positions as teachers, the correspondence necessarily belonging to my office, the selection of teachers to temporarily or permanently fill the many vacancies which have occurred during the year past, visiting schools in other places as required by the Regulations of the Board, holding occasional meetings of our own teachers, together with other similar and necessary duties, have consumed much time.

Four public examinations of teachers have been held during the year, each conducted by means of written questions. I have also prepared and presented to the Board two semi-annual reports, and several others on special topics.

During the present term twenty-eight of the Primary Schools have been graded; and in consequence of changing the boundaries of the districts, a measure necessitated by various causes, all of them, with a single exception, have been reconstructed. From each school,

pupils have been taken and placed in other schools, and their places have been supplied by new comers from different localities. This process has required my time, and has temporarily hindered the progress of the schools in this department.

My chief and appropriate work has been to acquaint myself with the popular school system, and to study the schools of this City and devise plans for their improvement. To do this I have sought to inform myself in regard to educational movements in other places, and I have spent a large share of my time in visiting our one hundred recitation rooms, and attending to the exercises of the many pupils assembled there. These visits, numbering several hundred, have been brief or protracted according to the exigencies of the occasion, or the pressure of other duties.

Whether I have been a silent observer, or have questioned the classes myself, I have endeavored to ascertain the methods of the teachers, and the actual and possible progress of the pupils, so that I might aid the Board in securing from the resources at its command and the teachers in its employ, the highest and best results.

The fidelity and success with which I have labored to accomplish this purpose, may be judged of, in part, by the measures which have been brought forward directly or indirectly by me, and have received the approval of the Committee.

Though various causes, as already intimated, have disturbed our schools, positive educational progress has been made. All of the schools are in an improved condition; they are generally animated by a higher spirit of achievement, and are working for more varied and

practical results. The teachers are laboring to develop a broader, richer culture ; and five thousand children and youth are receiving the benefit of the new moulding influence.

The measures adopted by the Board are not to be regarded in the light of experiments, for they are such as have been long and thoroughly tried in the most populous and enterprising cities and towns in this country, and have everywhere won the approbation of intelligent people. With us, many of them are in their incipency ; nevertheless, their influence is felt in every part of our educational work, and valuable results have already been secured.

Respectfully submitted,

JOHN H. TWOMBLY,

*Superintendent of Public Schools.*

CHARLESTOWN, November, 1867.

SCHOOL RETURNS AT THE SEMI-ANNUAL EXAMINATIONS.---1867.

HIGH, GRAMMAR & INTERMEDIATE SCHOOLS.		Term ending February, 1867.										Term ending August, 1867.											
		Whole Number during the Term.	Boys.	Girls.	Whole number at close of Term.	Boys.	Girls.	Average Attendance.	Present at Examination.	Over 15 years of age.	Under 15 years of age.	No. of visits of Committee.	Whole number during the Term.	Boys.	Girls.	Whole number at close of Term.	Boys.	Girls.	Average Attendance.	Present at Examination.	Over 15 years of age.	Under 15 years of age.	No. of visits of Committee.
High School.....		168	64	104	150	56	94	148	148	133	17	10	150	56	94	133	47	86	134	132	124	9	5
Bunker Hill School.....		711	354	357	616	287	329	586	592	9	607	46	688	344	344	547	272	275	569	580	29	518	62
Warren School.....		394	192	202	337	161	176	314	316	1	336	37	355	167	188	296	151	145	294	279	3	293	19
Winthrop School.....		606	314	292	474	231	243	540	459	6	468	35	506	246	260	424	204	220	391	400	6	418	12
Harvard School.....		568	275	293	500	244	256	448	456	14	486	25	536	263	273	448	227	221	412	431	7	441	48
Prescott School.....		701	345	356	589	295	294	570	568	15	574	33	649	330	319	515	266	249	524	480	11	504	33
Intermediate School, No. 1 .....		84	47	37	88	50	38	60	69		88	18	82	50	32	68	43	25	63	58		68	9
Intermediate School, No. 2 .....		97	51	46	71	38	33	47	51		71	8	83	43	40	32	20	12	53	53		32	5
		3329	1642	1687	2825	1362	1463	2713	2659	178	2647	212	3049	1499	1550	2463	1230	1233	2440	2413	180	2463	193

No. of School.	Primary Schools.		Location of Pri- mary School Houses.	Term ending February, 1867.										Term ending August, 1867.										SUB-COMMITTEE ON PRIMARY SCHOOLS.					
				Whole number for the Term.	Boys.	Girls.	Whole number at close of Term.	Boys.	Girls.	Average Attendance.	Present at Examination.	Boys.	Girls.	Over 5 years of age.	Under 5 years of age.	No. of visits of Committee.													
1	Lucy M. Small,	Charles Street,	84	41	43	68	31	37	54	61	30	31	68	4	Lucy M. Small,	83	38	45	67	29	33	53	65	32	33	67	3	Chas. H. Rigelow,	
2	Eliz. W. Yeaton,	Mead "	83	36	47	68	33	35	53	59	29	30	68	3	Eliz. W. Yeaton,	91	45	46	80	40	40	62	76	37	39	80	4	William Peirce,	
3	M. Josephine Smith,	Mead "	79	36	43	58	30	28	45	47	24	23	58	6	M. Josephine Smith,	93	42	51	81	40	41	54	64	33	31	81	8	William Peirce,	
4	Malvina B. Skilton,	Mead "	70	37	33	60	31	29	48	51	27	24	60	5	Malvina B. Skilton,	73	41	32	70	39	31	53	59	34	25	70	2	Wm. H. Finney,	
5	Jennie D. Smith,	Elm "	58	26	32	52	25	27	51	49	24	25	52	10	Jennie D. Smith,	62	31	31	57	28	29	56	55	24	31	57	8	Stacy Baxter,	
6	Ellen Hadley,	Medford "	83	45	38	73	42	31	52	60	34	26	73	4	Ellen Hadley,	72	41	31	68	37	31	57	60	30	30	68	3	Stacy Baxter,	
7	Fannie A. Foster,	Boylston Chapel,	73	40	33	60	35	25	48	46	29	17	60	1	Fannie A. Foster,	57	32	25	28	16	12	31	No Exam			28		Abram E. Cutter,	
8	M. A. Blanchard,	Cross Street,	71	37	34	69	37	32	59	65	34	31	69	9	M. A. Blanchard,	84	42	42	79	39	40	61	67	34	33	79	6	A. J. Locke,	
9	Almira Delano,	Cross "	85	46	39	77	42	35	58	62	32	30	77	10	Almira Delano,	103	52	51	87	41	46	65	64	29	35	87	6	A. J. Locke,	
10	Louisa A. Pratt,	Common "	73	37	36	53	26	27	43	42	21	21	53	10	Louisa A. Pratt,	68	32	36	65	34	31	50	44	22	22	65	6	David M. Balfour,	
11	E. A. Prichard,	Common "	78	46	32	59	38	21	47	49	32	17	59	13	E. A. Prichard,	85	55	30	75	49	26	57	53	36	17	75	7	David M. Balfour,	
12	Ellen M. Armstead,	Bow "	66	32	34	51	22	29	37	39	20	19	51	4	Ellen M. Armstead,	71	30	41	64	29	35	40	47	22	25	63	1	J. E. Rankin,	
13	C. W. Trowbridge,	Bow "	72	35	37	60	30	30	46	46	22	24	60	6	C. W. Trowbridge,	81	37	44	77	38	39	54	60	29	31	77	3	J. E. Rankin,	
14	Sarah E. Smith,	Bow "	63	28	35	61	26	35	45	42	19	23	61	3	Sarah E. Smith,	73	31	42	69	30	39	53	No Exam.			69	3	Abram E. Cutter,	
15	C. M. W. Tilden,	Bow "	60	35	25	41	25	16	48	41	25	16	35	6	C. M. W. Tilden,	72	42	30	63	37	26	45	No Exam.			63	6	M. H. Sargent,	
16	E. R. Brower,	Common "	84	43	41	62	32	30	46	52	27	25	62	6	E. R. Brower,	96	44	52	72	33	39	56	58	26	32	72	3	O. F. Safford,	
17	Susan E. Etheridge,	Moulton "	90	37	53	73	31	42	55	58	24	34	73	6	Susan E. Etheridge,	90	40	50	80	34	46	62	70	30	40	80	3	Geo. H. Yeaton,	
18	Fannie B. Butts,	Moulton "	70	37	33	55	29	26	39	45	23	19	55	4	Fannie B. Butts,	81	38	43	69	36	33	47	45	26	19	69	5	Geo. H. Yeaton,	
19	Louisa W. Huntress,	Moulton "	70	37	33	62	34	28	47	53	29	24	62	4	Louisa W. Huntress,	84	42	42	76	37	39	60	61	29	32	76	5	Wm. R. Bradford,	
20	Matilda Gilman,	Soley "	73	43	30	53	31	22	40	41	25	16	53	3	Matilda Gilman,	74	44	30	65	38	27	42	57	34	23	64	1	Sam'l H. Hurd,	
21	Lucy J. Simonds,	Sullivan "	96	50	46	74	40	34	60	61	31	30	74	7	Lucy J. Simonds,	103	53	50	84	44	40	68	60	31	29	84	7	Geo. H. Marden,	
22	Frances M. Lane,	Sullivan "	86	47	39	75	43	32	58	41	26	15	75	7	Frances M. Lane,	106	59	47	86	47	39	64	65	35	30	86	6	Geo. H. Marden,	
23	Helen G. Turner,	Haverhill "	83	39	44	67	36	31	54	63	30	33	67	5	Helen G. Turner,	102	48	54	85	39	46	64	62	30	32	85	10	Chas. F. Smith,	
24	C. C. Brower,	Common "	57	29	28	49	27	22	41	40	22	18	49	5	C. C. Brower,	61	37	24	60	36	24	45	53	27	26	60	4	O. F. Safford,	
25	Martha Yeaton,	B. Hill "	65	29	36	61	27	34	53	59	27	32	61	11	Martha Yeaton,	85	38	47	77	35	42	67	71	33	38	77	12	John Sanborn,	
26	H. C. Easterbrook,	B. Hill "	109	62	47	74	40	34	53	53	32	21	74	11	H. C. Easterbrook,	100	62	38	71	40	31	60	57	36	21	71	16	John Sanborn,	
27	Lizzie M. Tate,	B. Hill "	84	40	44	76	42	34	62	70	38	32	76	5	L. M. Tate,	122	63	59	89	47	42	67	70	36	34	89	6	Chas. F. Smith,	
28	Anna R. Stearns,	Moulton "	84	46	38	77	44	33	62	62	32	30	77	4	Anna R. Stearns,	97	49	48	86	42	44	76	76	37	39	86	5	Wm. R. Bradford,	
29	M. J. A. Conley,	Mead "	66	28	38	52	24	28	43	46	21	25	52	7	M. J. A. Conley,	63	28	35	55	22	33	43	53	21	32	55	4	Wm. H. Finney,	
30	Fannie A. Marden,	Main "	100	45	55	73	34	39	71	67	33	34	73	7	Fannie A. Marden,	105	49	56	73	34	39	69	68	31	37	73	5	Charles H. Bigelow,	
31	Carrie A. Rea,	Austin "	62	37	25	51	29	22	33	37	26	11	51	6	Carrie A. Rea,	61	33	28	50	27	23	34	32	17	15	50	9	William Peirce,	
32	Emma C. Jones,	Common "	73	32	41	57	25	32	47	44	23	21	57	9	Emma C. Jones,	58	25	33	45	23	22	45	46	23	23	45	16	Edwin B. Haskell,	
33	Mary E. Taylor.	Common "	75	44	31	45	26	19	40	37	22	15	45	8	Mary E. Taylor.	53	26	27	43	22	21	44	44	22	22	43	15	Edwin B. Haskell.	
				2525	1282	1243	2046	1067	979	1638	1688	896	792	2040	6	209	2709	1369	1340	2296	1162	1134	1809	1762	886	876	2294	2	203





## APPENDIX.





# ORDER OF EXERCISES

AT THE

## DEDICATION

OF THE

# New Grammar School House

ON BALDWIN STREET,

Friday, 22d February, 1867,



SONG.

By a Choir of Pupils of the Bunker Hill School.

READING OF SCRIPTURES.

PRAYER.

SONG.

STATEMENT

By his Honor the Mayor, LIVERUS HULL, acting as Chairman  
of Committee on City Property.

PRESENTATION OF THE KEYS TO THE SCHOOL  
COMMITTEE.

ORIGINAL SONG — REV. J. E. RANKIN.

Home of the free and of the brave,  
Whose deeds light up Time's story;  
These are the bulwarks that will save  
Thine earlier classic glory.  
Far as thy banner waves on high,  
Blessing our children's eyes,  
To greet the blue approving sky,  
O, let these temples rise.

So then built up with love and truth  
On deeply laid foundations,  
Graceful and strong, hence let our youth  
Go forth to bless the nations.  
Upon these altars let the fire  
Of freedom ne'er grow dim.  
Nor cease our children to inspire  
Religion's heavenly hymn.

Thou who didst guide the Mayflower's keel  
Thro' cold Atlantic's waters.  
Around Thine altars here we kneel, —  
O, bless our sons and daughters!  
Thou who didst give us Freedom's height,  
And many a hero's name,  
Through all Time's far-descending flight,  
For them Thy love we claim.

## ADDRESSES.

### ORIGINAL SONG — B. P. SHILLABER, Esq.

The tree our fathers set with pride,  
We cherish as a sacred trust,  
And 'neath its branches spreading wide  
We render it a tribute just.  
With Education for its root,  
Its healthy veins with vigor thrill,  
And many a glorious attribute  
Bespeaks the soil of BUNKER HILL.

Grand branches of the primal tree  
Their healthful origin attest:  
In HARVARD we its lineage see,  
In WINTHROP it is manifest;  
In WARREN, PRESCOTT, PUTNAM, all  
The gracious qualities we trace,  
Through which, admiring, we recall  
The spirit of their natal place.

And here to-day we fondly meet,  
To venerate and bless anew,  
Mid scenes more ample and complete,  
The faithful friend—the guardian true.  
Oh, may its future e'er be bright,  
With learning's halo round it still,  
And children's children, with delight,  
Shall name the School of BUNKER HILL.

## BENEDICTION.





DEDICATION OF THE

BUNKER HILL SCHOOL-HOUSE.

---

The new Grammar School-house on Baldwin Street, to which reference was made in the last Annual Report of the School Committee, was dedicated Friday, Feb. 22d, 1867.

The exercises were commenced with a song by a choir of pupils of the school. Selections from the Scriptures were read by Rev. C. N. Smith, and prayer was offered by Rev. J. E. Rankin. After another song by the children, His Honor the Mayor, Liverus Hull, delivered the following address :

Address of the Mayor, acting as Chairman of the Committee on City Property.

*Mr. Mayor, Gentlemen of the School Committee, and Fellow-Citizens :*

The occasion which has drawn us together to-day, is one of a truly gratifying character. We are met here to dedicate this substantial and commodious edifice to the grand purposes of education. And we have prayerfully invoked the Divine blessing to rest upon it, to hallow and prosper it, that it may amply and long fulfil the object for which it was designed and erected. The glory and pride of our

State is in her schools and from the mental training which she secures to all her children, may be ascribed her prosperity, her renown, and her power and influence in the nation. Hence, in rearing this costly structure, we have obeyed the lesson which the State constantly inculcates and illustrates. The exigencies were pressing which required a building of more ample accommodations for the pupils in this section of the city, than could be obtained in the adjoining grammar school building. The increase of the population had outgrown the capacity of that structure to supply the needful facilities for education. And, therefore, we have reared beside it, and for the reception of its pupils, this more capacious building, whose many and noble sized rooms, will, it is believed, not only accommodate all for some years to come, but will do away with any necessity for seeking for school-rooms in other localities, or in buildings other than those owned by the city.

Late in the year 1865, a communication from the School Committee urged upon the City Council the necessity of a prompt increase of school accommodations. The buildings owned by the City and devoted to education were crowded to over-flowing, so that many children were unable to obtain seats, and rooms were hired of private parties to meet the necessity of the time, and the localities selected, though the best that could be obtained, were by no means what were required. It was too late to act upon the School Committee's communication, which was received in December, and the matter passed over into the hands of the succeeding City Government. In the month of October previous, in anticipation of early action to be taken for the erection of a large school building, the City Council had authorized the purchase of the lot of land on which this building stands, being an area of 12,000 feet at a cost of \$6,067.

The subject was brought to the attention of the City Council early in 1866. In February of that year, the Committee on City Property were instructed to procure estimates and plans for an ample building upon this locality, calculated to supply the existing need of school-rooms, and in some degree to supply for prospective wants. In the month of March, that committee submitted their report with plans and estimates of the cost. Their report and plans were accepted and an order was immediately passed authorizing the committee to contract for the building and to cause the same to be built at an expense not to exceed seventy thousand dollars.

Armed with this authority, the committee entered upon their work



animated with a desire to see it completed at the earliest practicable moment, compatible with substantial finish and solidity. They looked for a building which should fully meet the wants of the city ; which should be worthy of the purpose for which it was planned ; which should be a pride and ornament to this section of the city, and which, when finished, should reflect no discredit upon the zeal and judgment of the Building Committee, nor upon the ability of the master workmen, our own citizens, to whose hands the contracts were given.

\* \* \* \* \*

Gentlemen, the work is done ; this school-house is finished, substantial and commodious — provided with the best conveniences that the science of rearing these structures has yet designed, and of which the Building Committee could obtain knowledge. Within these walls, in rooms large and airy, nobly lighted and comfortably warmed, and with the most assured means provided against accidental fire, nearly a thousand pupils can be accommodated.

The expense of construction, exclusive of furnishing, amounts to the sum of \$65,862.79.

Our thanks are due to James H. Rand, Esq., the architect of this building, for the able manner in which he has performed his portion of the work, and for the zeal he has manifested from its commencement to its completion. And we also feel great pleasure in tendering, as we do here, our thanks to John B. Wilson, Esq., the master builder and the contractor, for this substantial work ; and to Messrs. J. E. & Wm. W. Bray, by whom these solid foundations were laid, and this mass of stone and brick piled above them,—for the thorough and workmanlike manner in which each and all have performed the parts assigned to them, and for their unvarying kindness and gentlemanly courtesy in promptly deviating from their original plans to make such alterations and changes as, in the progress of the work were seen to be manifest improvements, and were desired by the Building Committee.

To you, sir, who was the chief executive officer of the city when this building was inaugurated, the committee, under whose direction the work was completed, have desired me to present the keys of this building, that from your hands they may be transferred, in language more appropriate than I can utter, to the Board of School Committee, which henceforth is to have charge of its destinies. It is deemed fitting that you, sir,—because of the inception of this structure, and

its almost entire completion during your mayoral administration,—should bear an honored and prominent part in its dedication, and it gives me great pleasure to perform this duty.

Sir, in behalf of the Building Committee, I now present to you these keys, with the expression of this fervent wish,—that when this building shall have been fully dedicated and used for the purposes of EDUCATION, it may become a power of good in our city, and that the youth here trained may become fully qualified for the great battle of life, and to be good and useful citizens.

---

Extract from the Address of Hon. Charles Robinson, Jr., acting as Mayor :

*Mr. Chairman of the Committee on City Property :*

Your courtesy compels me to address you by this title, rather than by the one which your fellow-citizens have conferred upon you. Before accepting from your hands the keys of this building, which has been constructed under your immediate supervision and control, I cannot but express my appreciation of the respect which has been shown to me, in your request that I should participate in the exercises of this occasion, and assume the functions which are now no longer mine. I thankfully accept the position which has thus honorably been assigned to me.

In behalf of the City Council I now accept from your hands the keys of this building as a symbolical transfer of it to the City, to be used for the high and noble purposes for which it has been designed. This acceptance discharges you and your associates of the Committee of the trust which has been committed to you. It is needless for me to say that the duty has been satisfactorily performed. The work sufficiently attests your fidelity, the competency of the architect, and the skill and faithfulness of the builders. Speaking of the past and present City Governments, I signify their approval of your labors and of those who have been engaged in the erection of this edifice.

*Members of the City Government, of the Board of School Committee, Ladies and Gentlemen :*

The statement which has been presented on behalf of the Committee sufficiently sets forth the business details in relation to this

structure. Its cost has largely exceeded that of any other building erected by the City for educational purposes. Had a policy been pursued which ignored the wants of our youth and gave more heed to matters of minor consideration, rather than to those of primary importance, the work would not now be completed, but have been deferred to a later period. The demands for increased school accommodations were so urgent that its erection could not be wisely postponed to that desirable future when financial affairs shall have a solid basis, and commerce, trade, manufactures, and all the industrial pursuits of man shall move harmoniously, each observing its proper relations, and all "on golden hinges turning."

While it does not become me, on this occasion, to speak of the adaptation of the building to the purposes for which it is designed, it is fitting for me to say that its general appearance, its substantial character, and architectural proportions are creditable to the City.

I rejoice that more attention is being given to the style and appearance of our public buildings and especially to our school-houses.                   \*                   \*                   \*                   \*                   \*                   \*

It is not wise, either in public or private matters, to lose sight of the æsthetic in the pursuit of the useful.

"Stars teach as well as shine,"

and a fine building, while it shelters those who gather within its walls, exerts a healthy and elevating influence upon its beholders. In fact, the useful is not confined to that which clothes, warms, and feeds, or performs menial offices for mankind; but all things are of use; the waving fields of grain as well as the homely loaf. The silver moonlight on the lake — the sculptured marble — the speaking canvas — the swelling harmonies of music, sweet as the song of an angel, — and all the beauties of nature and art minister to the wants of the mind and the soul. If we would educate our children so as to approach that degree of excellence which is so desirable, we must grasp all the utilities and apply them for their advancement. It will not be sufficient to furnish them with only those facilities which we enjoyed in our childhood. They are to live their lives and creditably to perform the duties which will be incumbent upon them, and not to live such lives as we have led or are leading, or to do such things as we have done, or are doing.

\*                   \*                   \*                   \*                   \*

True economy will justify all expenditures which look to improve-

ment and progress. I have faith in the future and the unfoldings of time. If, as a people, we do not sow neither shall we reap. The harvest belongs to those who plant.

For the cause of education, for the benefit of our youth, we should not sow with a sparing hand. The opportunities for advancement open to every American boy and girl are almost unlimited, and it is our duty to do our share of the work in furnishing adequate facilities to enable our children to improve and secure these opportunities. It is about all that we can do for our country, for liberty and humanity. The greatness of our country, the growth of liberty, the uplifting of humanity, do not much depend upon those of us who have reached or passed middle-life, — they are dependent upon the rising generation. We may live to see the glory of the incoming flood, but we shall not form a part of it. Our relation to it will be that of the seed to the harvest — therefore let us sow plentifully in order that the return may be abundant. \* \* \* \*

Culture assimilates us to the best minds of all countries and all ages. We need it for our welfare and our enjoyment; we need its enriching influence and exhilaration. It makes us cosmopolitan. It takes the conceit out of us and in its place puts good manners and good sense. It enables one to value the substance of things rather than their semblance. \* \* \* \*

The beginning of culture is in our common schools. They are the ten thousand springs which send forth those little rivulets of learning, that, flowing onward and developing in their course, shall yet unite and form a broad expanse of education and improvement which shall cover all our land. Let us then guard and feed these springs with all diligence and love. They shall make possible the time when men shall receive and welcome higher and more noble ideas and sentiments; when they shall understand that the interest and welfare of every man is bound up in and dependent upon the prosperity and happiness of every other man. \* \* \* \*

Mr. President of the Board of School Committee: It has been assigned to me as a duty, to transfer the use of this building to your Board and its successors to be set apart and kept for the purposes for which it has been designed. By authority of the city government, I now present you with these keys in token of that transfer which is now completed. And I trust that this occasion, and the instrumentalities which may be employed in this building, shall all prove conducive to sound education, good government, pure morality, and genuine piety.

Rev. Geo. W. Gardner, President of the Board of School Committee, on receiving the keys spoke briefly of the symbolism of these keys. He who carries them is both a master and a teacher. They mean *authority*. Schools must be governed. Education is disciplinary. Obedience, order, precision, punctuality, are great lessons for the young to learn.

They also symbolize *instruction*. The storehouses of knowledge are locked against ignorance and idleness. Education is the key to golden treasures. The teacher holds that key and uses it.

This day witnesses the homage of wealth to learning. These school-palaces are fit abodes of the King's children; and the people are king.

The President then passed the keys to W. H. Finney, Esq., Chairman of the sub-committee on the Bunker Hill School, who delivered an address largely historical, and of permanent interest. The historical portion is given below.

---

#### MR. FINNEY'S ADDRESS.

It has been the boast of the citizens of Charlestown, that, from a very early period in the history of the town, the cause of education has received that encouragement and fostering care which its importance demanded. I quote from the Report of the Trustees in 1840:—

“Six years had not elapsed from its settlement, ere a school had been established; established not in times of peace and plenty, but amid scenes of Indian hostility and of pressing want. And the town has ever maintained its schools through all changes of government, through prosperity and adversity, until the time when its dwellings and temples fell an early sacrifice on the altar of Liberty. As the town gradually arose upon smouldering ruins so came up our public schools.”

I have thought it not inappropriate for this occasion to present extracts from the town and school records, illustrating the spirit which has heretofore animated the inhabitants of Charlestown. For the knowledge of the facts prior to the year 1775, I am indebted to "Frothingham's History of Charlestown," the author of which was also the author of the Report from which I have quoted—a gentleman whose appreciation of, and interest in, the schools of our City have been often manifested in his official acts as well as in his capacity as a citizen.

"June 3, 1636, Mr. Wm. Witherell was agreed with to keep a school for a twelve month, to begin the eighth of August, and to have £40 this year." The historian remarks, "This simple record is evidence of one of the most honorable facts of the time, namely, that a public school, and, judging from the salary, a free school at least for this 'twelve-month,' was thus early established here; and on the principle of voluntary taxation. It may be worth while to remember, also, that this date is eleven years prior to the so often quoted law of Massachusetts, compelling towns to maintain schools."

The following vote was passed Aug. 27, 1644. "It was agreed y<sup>t</sup> one peck of wheat, or 12d. in money, shall be paid by every family towards the maintenance of the College at Cambridge." "This humble contribution continued to be made many years."

"The school continued to be maintained, though there is no notice of a school-house until 1648, when one was ordered to be built on Windmill Hill, and paid for by a general rate."

In "1671, Benj. Thompson, a celebrated teacher, was engaged by the Selectmen to keep school in town upon the following terms:

"1. That he shall be paid £30 per annum by the town, and to receive 20 shillings a year from each particular scholar that he shall teach.

"2. That he shall prepare such youth as are capable of it, for college with learning answerable.

"3. That he shall teach to read, write, and cypher."

It may be interesting to compare the dimensions and cost of a school-house built in 1682 with the figures which have just been read by the Mayor. The house was "twelve feet square and eight feet stud, with joints with a flattish roof, and a turret for the bell, and likewise a mantel-tree of twelve feet long." The expense for carpenter work was £13. The masons were to "build up chimneys and underpin the house, and to ceil the walls with clay and brick, and to point the roof with lime for £5."

“At the annual meeting in March, 1701, it was voted, ‘That if there should be a county school-house settled by the General Court, that this town would raise £40 in order to provide for it, if it be settled in this town.’”

In 1713 there was a controversy about the location of a new school-house; the controversy was finally settled by building on the Hill near the old house (probably near where the present Harvard School now stands). “The cost of this House was £104 4s. 11d. The salary of the grammar master was £50, and £4 were voted to pay for teaching children to write among our inhabitants near Reading.”

In 1718 the salary of the master was £60. In 1725 the salary was £80; which was the largest item in the appropriations to defray the town expenses. In 1748 five gentlemen were appointed to visit and examine the schools at least once a quarter, and an addition of £100 was made to the salary of the grammar master.

Many other extracts might be made in relation to the provision of the town for schools, but I have already presented sufficient to show the estimation in which education was held. In 1793, March 27th, a special Act of the Legislature was passed “to incorporate certain persons by the name of the Trustees of Charlestown Free Schools.”

It appears by the preamble, that certain real and personal property had been bequeathed to the town, the income of which was to be applied to its schools, and, in order to better carry out the trust, this Act of Incorporation was passed. It required the Board “to be the Visitors, Trustees, and Governors of the Charlestown Free Schools,” the town to choose annually seven persons to be Trustees; the Board to have power to make “rules and orders for the good government of said schools, all which shall be observed by the officers and scholars, provided such be no ways repugnant to the laws of this Commonwealth.”

By a subsequent Act of the Legislature, the School Committee were constituted the Board of Trustees, with all the powers belonging to the old Board.

“Previous to 1800 there was but one school-house in Charlestown, below the Canal Bridge, for the accommodation of children between 7 and 14 years of age, and that was near where the Harvard School now stands.

“*There* the children from the old bridge to the top of Winter Hill were brought together. In May, 1801, it was ascertained that

within the above limits there were 347 children between the ages of 7 and 14 years, and that 66 of this number resided between 'Capt. Richard Frothingham's house on Main Street,' at the corner of Eden Street, 'and Mr. John Tufts' house at the top of Winter Hill.' The Board of Trustees therefore recommended that a 'new school be forthwith established at the Neck.' In October, 1801, a room was procured near the Canal Bridge and fitted for a school during the winter—this school was taught by Mr. Benj. Gleason. In May, 1802, Z. B. Adams, Esq., offered to give to the town, 'for a school house lot,' the lot of land on which stands the house now vacated by the Bunker Hill School. The gift was accepted, and a wooden school-house 30 by 25 feet square, and one story high, was built in that year. In March, 1804, this building was destroyed by fire. In May, 1805, the town voted \$1000 for erecting a brick school-house at the Neck, in place of the one destroyed by fire; this building was 36 by 25 feet square, and was finished and occupied in the fall of that year. The building was subsequently enlarged and improved, mostly at the town's expense, though partly by the voluntary contributions of the citizens in this district, at whose expense the cupola, the bell, and a time-piece were furnished.\*

Were it not for fear of exceeding the proper limits of this address, I would be glad to present copious extracts from the early reports of the Trustees, to show the liberality of the citizens in providing the necessary means of supporting the schools. But I have time only to make but brief extracts. From the Report of the Trustees in May, 1815:—"They indulge the hope that, with the joyful return of peace, our fellow-citizens will be restored to their wonted occupations, and blessed with such prosperity as shall furnish them the means, as they have always possessed the disposition to support with cheerfulness and liberality, such additional means of education as the increasing population of the Town may require."

In their Report dated May, 1816, the Trustees say, "If we consider these things," (referring to the distress of the people during the war) "we shall at once perceive that these schools presented a powerful inducement to many to remain in town, and, by making the privilege of instruction free to all, has preserved the chain of education unbroken by the distresses of the people or the shock of war."

---

\* For these facts in the early history of the Bunker Hill School, I am indebted to H. K. Frothingham, Esq.



In 1827, a school-house was built on the Training Field, Winthrop Street. Our fellow-citizen, Lemuel Gulliver, Esq., was the first master.

In 1838, the "School at the Neck" was named the "Bunker Hill School," the school on Harvard Street was named the "Harvard," and that on Winthrop Street the "Winthrop School." At this time, and for a few years afterwards, the town limits were such as to require a school under the charge of the Trustees, situated at about seven miles distance from the Town House, and contiguous to the western part of Woburn — and another verging on the town of West Cambridge.

In 1840 a new Grammar school-house was built, and at a meeting of the Trustees in March of that year it was named the "Warren School."

In 1845, a new school-house was erected for the Bunker Hill School. It was dedicated on Monday, Dec. 1, 1845. Addresses were made by Henry K. Frothingham, Esq., President of the Board, Hon. Horace Mann, Secretary of the Board of Education, Rev. Mr. Greenleaf, Rev. Geo. E. Ellis, Mr. Richard Frothingham, Jr., and others. In 1847-8, the High School was built, the Harvard school-house remodelled, and the Winthrop School transferred, name and all, from Winthrop Street to a new building on Bunker Hill Street.

The Prescott School-house was built in 1857, and dedicated Dec. 15, by appropriate exercises. The erection of the Prescott School building relieved, for the time, the wants of the City for grammar school accommodations; but within the last four or five years, it has been seen that another school-house would soon be required. Various temporary expedients have been adopted to provide room for the children. The basement and the hall in the Prescott building have been successively fitted up and occupied as school-rooms. Additional rooms have been occupied in the Winthrop. Two additional rooms have been made in the basement of the old Bunker Hill, and, for more than a year, one class has occupied an unsuitable room at considerable distance from the school-house; and recently a room has been fitted up in the City Hall for the surplus scholars belonging to the Harvard School who could not be accommodated in the school-house. The Warren School has been *literally* pursued by *fire*; and *figuratively* by the *sword* in the neglect to provide suitable accommodations for it. The house that we dedicate to-day will be nearly

filled by the present Bunker Hill School. After the rebuilding of the Warren school-house, in accordance with the recommendations of the Mayor, and after the children are gathered from their various rooms in different parts of the city and from the private schools to which many have been sent in consequence of the present arrangements, and after relieving the Prescott, Winthrop, and Harvard of their surplus scholars, I think it will be found that the City will possess none too much room for the education of our children. I have made these statements in relation to the present and prospective wants of the City for school accommodations because I fear that the facts are not fully understood in the community, — at least by many who are compelled to bear a large proportion of the taxes, but whose circumstances are such that they have not been put to any personal inconvenience by the lack of proper school-room, — and because I feel confident that there is no one in this community who, after understanding the facts as they exist, will say or do anything to discourage generous provision for our children's education.

It has been said that we can pay only to posterity the debt we owe to our ancestors. This has been acknowledged by the City of Charlestown in the adoption for its seal of the motto "*Liberty — a trust to be transmitted to Posterity.*" The way to perform the duties of this great trust has been indicated by those from whom it has been transmitted through succeeding generations to us. The seal of the "Trustees of the Charlestown Free Schools," adopted in 1793, is embellished with a representation of an open book and other emblems of popular education, and this inscription: "*The way to preserve Liberty.*" We are thus admonished of our duties, and are told how we can best perform them. With grateful hearts let us acknowledge the debt we owe our fathers, by doing what we can for the benefit of our children.

And now, Mr. Principal, one more duty devolves upon me as the representative of the Committee on the Bunker Hill School, and that is, to deliver these keys to you, the Master of the school. We have full confidence in your ability and in your appreciation of the duties and responsibilities of your position; and I can assure the members of the city government, the parents, and all who have an interest in the intellectual and moral advancement of this community, that the cause of education and morality will suffer no detriment at your hands. The Committee have watched with attentive eye your course during the time you have occupied the position of Principal of the

Bunker Hill School. You have already won an enviable reputation for ability and success. I do not propose to give you any instructions in regard to *methods* of teaching or of discipline. It belongs to those who are active in the practical work of education to consider these subjects. With your past course we are satisfied. In regard to the future discharge of your duties we have faith that you will consider increased facilities as calling for yet higher achievements. We bid you and your noble corps of assistants, God speed. And, invoking the blessing of Heaven upon this school, I give these keys into your charge.

---

Mr. Alfred P. Gage, the Principal of the School, on receiving the keys from the Chairman of the Sub-Committee, replied as follows: —

*Mr. Chairman:* In receiving at your hands these keys, as symbols of the trust reposed in us, be assured that we are sensible, in some degree, of the new duties and increased responsibilities devolved upon us. And, encouraged by the flattering record of this school since its organization, we shall realize our fondest hopes if its future success shall be found commensurate with the increased facilities which this edifice affords, in contrast with that time-honored temple which to-day becomes to us a cherished memento of the past.

The duties and obligation of a teacher, if rightly realized, are of no ordinary kind. If it is granted that his work is not merely to furnish to the young certain mechanical accomplishments, as “reading, writing, and arithmetic,” but, in a more liberal sense, to unfold, direct and strengthen the intellect, to enlighten the conscience, to inculcate correct principles of truth, justice, and morality, or, in the words of another, “to educate man to perform skillfully, justly, and magnanimously all the offices of life, both public and private,” then it is hardly possible to exaggerate the importance of the calling.

But I am well aware that many words do not become me on this occasion. Allow me to congratulate you, Mr. Chairman, and those associated with you in the guardianship of this school, on the successful accomplishment of the object in which you have been so deeply interested. To your untiring efforts do we owe the timely erection of this commodious building. And it seems fitting that I should thus publicly express to you, in behalf of pupils and teachers, — and I venture to add *patrons*, — our gratitude for your valuable

services ; also for the many kind attentions and encouragements which you have bestowed upon us, and which have contributed in a degree to whatever of success has, hitherto, attended our efforts.

I am gratified to know that my past labors have been acceptable to you.

I can only pledge you my best energies, aided by an able corps of assistants, to perpetuate the fair reputation of the Bunker Hill School.

---

The following Dedication Hymn, written for the occasion by Rev. J. E. Rankin, was then sung : —

Home of the free and of the brave,  
 Whose deeds light up Time's story ;  
 These are the bulwarks that will save  
 Thine earlier classic glory.  
 Far as thy banner waves on high,  
 Blessing our children's eyes,  
 To greet the blue approving sky,  
 O, let these temples rise.  
 So then built up with love and truth  
 On deeply laid foundations,  
 Graceful and strong, hence let our youth  
 Go forth to bless the nations.  
 Upon these altars let the fire  
 Of freedom ne'er grow dim,  
 Nor cease our children to inspire  
 Religion's heavenly hymn.  
 Thou who didst guide the Mayflower's keel.  
 Thro' cold Atlantic's waters,  
 Around Thine altars here we kneel, —  
 O, bless our sons and daughters !  
 Thou who didst give us Freedom's height,  
 And many a hero's name,  
 Through all Time's far-descending flight,  
 For them Thy love we claim.

---

Remarks of a very interesting nature were then made by Rev. J. H. Twombly, Superintendent of Schools for this City, Hon. Richard Frothingham, J. D. Philbrick, Esq., Superintendent of Public Schools in Boston, and others. The exercises were closed with the Benediction.

# DEDICATION OF THE WARREN SCHOOL-HOUSE.

---

The Warren Grammar School-house was dedicated to the uses of public instruction on Wednesday, January 1, 1868. The following is substantially the order of exercises, some of the addresses being abbreviated.

## SONG :

By Pupils of the Warren School, under the direction of  
WM. H. GOODWIN, Teacher of Music.

## READING OF THE SCRIPTURES :

BY REV. T. R. LAMBERT, D.D.

## PRAYER :

BY REV. C. N. SMITH.

## ORIGINAL HYMN :

WRITTEN BY REV. J. E. RANKIN.

To the future a temple we've buildd,  
 Its proportions to cast down the ages ;  
 By the light of each morn to be gilded,  
 And in evening's soft radiance shine.  
 While with Ignorance warfare it wages,  
 And illumines the shadow of Error,  
 To all tyrants, O be it a terror,  
 And to patriots a beacon divine !

For the name of a martyr we give it,  
 That our children may learn of his story ;  
 May cherish his valor, and live it  
 When the thunders of battle shall sound ;  
 May cover their names, too, with glory.  
 Should invaders commission their minions  
 To fetter free men with their pinions,  
 In the breach like our Warren be found.

John B. Wilson Esq., Chairman of the Committee on City Property, on passing the keys of the building to the Mayor, made the following

## STATEMENT.

MR. MAYOR:—The Warren School-house, in compliance with the request of the School Committee and by order of the City Council, has been rebuilt on the spot and over the ashes of the former structure. The original building was erected by the town in 1840, and was a well-arranged building for that time. It was twice seriously damaged, — once by fire and once by storm, — and was finally destroyed by the hand of an incendiary, in April, 1866, having been in use for more than twenty-five years. In the July following its destruction, the school-house lot was enlarged by the purchase of adjoining property to an area of fourteen thousand (14,000) square feet. In January, 1867, just before the dedication of the new school-house on Baldwin Street, the School Committee informed the City Council that “the interest of the city required the immediate rebuilding of the Warren School-house.” In February, plans and estimates were ordered. In March, these were considered and adopted, and the Committee on City Property directed to contract for the erection of the proposed building according to the plan and specifications of the architect, James H. Rand, Esq. of this City. At the same meeting of the Council the sum of sixty thousand dollars was appropriated for the work; and subsequently, two additional sums, one of two thousand dollars, (for the extra cost of “pressed bricks,”) and another of seven thousand five hundred dollars, (for heating apparatus, school furniture and iron fence) were appropriated, making altogether, and covering the entire cost of the edifice, the sum of sixty-nine thousand five hundred dollars (\$69,500).

The contract for the entire building, exclusive of heating apparatus, was awarded by the Committee to Mr. Robert R. Wiley, who promptly commenced the work on the morning after the contract was signed, and carried it forward to completion with his accustomed energy and faithfulness. The work has been performed in a most thorough and substantial manner. The material and work throughout the building are open to the inspection of all, and will bear comparison with similar work of the kind in this vicinity.

The lot upon which the building has been erected is about 90 by 150 feet; is enclosed by a substantial iron fence, and is bounded on three sides by public streets. The building on the ground is 61 by 90 feet, three stories high, with a basement and Mansard roof. In the three middle stories there are twelve school-rooms, 30 by 32 feet, and 12 feet 6 inches in height. These are finished in chestnut, varnished, well lighted, properly ventilated, and provided with blackboards and other required conveniences. The four rooms in the basement are cemented and floored, to be used as recess rooms; and in the fourth story we find the large hall in which we are now assembled. Mystic water is supplied, with conveniences for its use in the corridors of each story. There are closets for teachers and pupils in each story, and two broad flights of stairs from the basement to the fourth story.

The entire building is warmed by Gold's Patent Low Pressure steam apparatus, located beneath the front entrance on Summer Street, in the basement. It consists of a steam boiler, steam pipes, and hot-air chambers, — all placed in the basement story, with a single steam radiator in the lower corridor, into which the outer doors of the building open. In the steam chambers the air is heated and conveyed directly to the rooms above them, so that no steam pipes are placed above the basement, and there will never be more than a single fire in the building, — and this in a completely fire-proof apartment. The apparatus accomplishes the object in a most perfect manner, and it is believed with entire safety. The pressure of steam in the boiler (power being to no extent an object desired) will not in the coldest weather exceed *five pounds to the square inch*, which is only three per cent. of its tested strength; and in milder weather the pressure will be even less than the mere fraction stated. The fire itself, by an ingenious contrivance, is completely under the control of the steam; and should the steam be raised above the prescribed pressure, it immediately operates to check the fire, with or without the presence of the attendant. There are other safeguards, relating to the supply of water, &c., which, as they are also self-operating, are deemed perfectly reliable.

And now, Mr. Mayor, in rendering up this building to the City authorities for the use of the School Committee, I may be permitted to say that I do it with the highest satisfaction. We have not selected the first day of the new year for this service because it inaugurates any new purpose on the part of the City government in

relation to its public schools. It is the third edifice of its class—the other two being to the right and to the left of this, in full view from these windows—which has been erected by this City within the past ten years, for the same purpose, at an aggregate cost of more than two hundred thousand dollars. In the erection of this building it is, therefore, with the third edifice as it was with the first, merely following up and following out the generous liberality of this City, and the town before it, in providing for its public schools. A city of thirty thousand inhabitants, which shall in a period of ten years, erect three first class school-houses for the accommodation of its pupils, must be entitled to rank among the most liberal and its citizens among the most favored of the land.

In expressing in this public manner the thanks of the Committee to all who have been engaged in the completion of this work, and their heartfelt gratitude that no accident has occurred during its progress, I now present to you the keys and the control of the edifice.

His Honor, Mayor Hull, then delivered the following address.

## REPLY AND ADDRESS OF MAYOR HULL.

MR. CHAIRMAN OF THE COMMITTEE ON CITY PROPERTY:—In receiving the keys of this building from your hands, I cannot do so without offering to you my sincere thanks for the energetic and faithful manner in which you have superintended the erection of this beautiful building. Yours has been a position of great responsibility, and the result of your earnest and anxious labor in the public interest is so completely successful and satisfactory, in all respects, that you may justly feel an equal pride and pleasure in the accomplishment of the work. It affords me much satisfaction to make this public statement, and to bear my testimony to the uniform promptitude and fidelity of your public services, as a member of the Board of Aldermen and chairman of one of its most important committees.

MR. PRESIDENT, LADIES AND GENTLEMEN:—We are assembled here to-day to dedicate by appropriate exercises this beautiful building to the purposes of education. Our State has made it our duty to provide suitable buildings in which to educate our youth, and to raise money by taxation for this purpose, and fixed a penalty for



neglecting so to do. The statutes also provide that persons having charge and control of youth, shall send them to school that they may be educated, and that ministers of the gospel shall use their best endeavors that the youth shall regularly attend the schools established for their instruction; it also makes it the duty of all instructors of youth, to use their best endeavors to impress on the minds of children committed to their care and instruction, the principles of piety and justice, and a sacred regard for truth, love of their country, humanity and universal benevolence, sobriety, industry and frugality, chastity, moderation and temperance, and those other virtues which are the ornaments of society and the basis upon which a republican constitution is founded. You will see that, in its fostering care, by wise legislation, the State has made ample provision for the education of all its youth, and by enactments, made it obligatory upon us to send our children to be instructed, directing that certain great principles shall be taught; yet leaving each city and town full liberty to adopt such plan, system or course of instruction as it may deem best. It is therefore important that such a system or course should be adopted as shall best qualify those instructed to fill the positions they or their parents intend they shall occupy in life, and fit them to become useful members of society.

In the School Report of last year it is said, "Society owes to every child the opportunity for such complete mental furnishing as shall fit him to be an intelligent citizen and a worker for the common weal."

The design or purpose of education is to expand the intellect, increase the power for being useful, enlarge the capacity for enjoyment and happiness, and qualify the pupils for the business of life. The nearer any course or system of instruction approaches to this, and most thoroughly draws out and develops the best powers of the pupil, the better it is. Upon this point there can be no difference of opinion, neither in regard to the proposition that our youth are entitled to such training and instruction as shall best qualify them for their sphere of action in life.

Having thus briefly set forth some of the obligations of society, the duty of instructors, the rights of those who are to be educated, and the benefit or final purpose of education, I wish now to present to your consideration the question, whether or not the system in use in our schools is the one best adapted to the wants and circumstances of a large portion of the children and youth of our City, or whether

the adoption of a new, or modification in part of the present course, might not more practically and usefully develop their minds and better qualify them for life's avocations. I am aware that some changes have just been made in the course of study, and that an English course has been introduced into the High School. This change was much needed and will help materially those who can avail themselves of it, to perform with greater satisfaction to themselves and their employers, those duties that are incidental to business occupations. The change in the Grammar School course is a step in advance and meets with my hearty approval. But what I have to say relates more particularly to a class of scholars who, by force of circumstances, cannot avail themselves of a full course and for whose benefit a change is desired.

Mr. President and Gentlemen of the School Committee:—I wish it to be distinctly understood that I am not finding fault with the present course of study, or the management of the schools. I believe the schools in our City are as good and as well managed as any in the land. I am not willing to admit that they are second to any. But in my intercourse with business men and mechanics who have employed boys from our schools, I have learned that some of them were not as well qualified as they had reason to expect them to be from the character of the school. And boys who have entered upon their duties with confidence as to their ability, were disheartened to find themselves unable to do what they supposed they were fitted and qualified for. The cause of this, in many cases, is not in the schools, but rather in the inability on the part of such pupils to comply with the rules and regulations, and to complete the course of study prescribed at the outset. It is in view of these facts that I venture to speak to-day upon this subject.

The present system, Mr. President, is progressive in its character, each step fitting and qualifying for the one above it, until all is completed, leaving nothing to be desired by those that can go through it. And I most heartily wish that all were so situated that they could receive the full benefit it is designed to give.

But they are not. The circumstances of a large portion of our people will not permit them (so they think), to let their children go through the whole course. In many cases the children must work for their daily bread, when they ought to be in school. Is it not important that such children be fitted as thoroughly as possible for life's duties by a course of studies adapted to their wants and cir-

cumstances? In the superintendent's report for last year, he says: "Our schools are for the people, and the condition of attendance and the studies pursued, should be such as will most fully meet the real wants of all classes." If this be true, then these people, debarred by necessity from the advantages of the present system or course, have a right to demand that some plan be adopted by which, in a shorter time, they may be qualified for the ordinary business of life.

The Superintendent, in the same report, also says, "A large proportion of those who enter the Grammar Schools leave before reaching the higher divisions of those schools." He says, "*a large proportion*," I endeavored to ascertain the exact per centage, but have not been able to do so, but from facts, opinions, and such information as I have been able to obtain, I am satisfied that there are more than fifty per cent of the pupils that never reach the higher divisions of the Grammar Schools. (One teacher of a Grammar School is of the opinion, that not over ten per cent. go through the whole course.) This large proportion of pupils are dropping out all the way along the course, as individual convenience or necessity demands, with an education unfinished and incomplete, having laid a foundation upon which they will never build; — they go out into the world unfitted and unqualified for its great battle.

Mr. President, when I consider these facts, and how large the proportion is of those that go out thus unqualified, I feel a strong and earnest desire that some plan may be adopted that will, to some extent, mitigate or remove this great want. If the people cannot conform to the present system, because the prescribed course of study is so long, it seems proper and right that a shorter course be adopted, complete in itself, that will, in part at least, conform to their wants and necessities. The change I would suggest is this: that the schools be divided, so that a short course may be adopted, in which the studies pursued shall be only those that are practical and useful in ordinary business affairs, thus saving the time of both teacher and pupil. Then let those who cannot go through the present course take the short one. With this simple presentation and statement of the want, which I believe exists, I leave the subject in your hands. It was not so much my purpose to discuss this subject, as it was to direct your attention to it, believing, that if on investigation, you find a change, or modification in part to meet the wants of the class I have referred to, be desirable, the wisdom which has heretofore been exercised by the School Committee in their

action, will be a guarantee that such measures will be adopted as will best promote the true interest and welfare of all. Upon the teachers of our schools rests a great responsibility. The future of our country, either for weal or woe, depends upon the teaching of the day.

Mr. President, in behalf of and for the City Council, I am about to present to you, as the proper representative of the School Committee, the emblems of authority and possession. This house, so beautiful and perfect in itself, and in all its arrangements, will be placed in charge of, and under the control of the board you represent, to be used for educational purposes. The City Council, by its agents, will have then completed the part assigned them by law, by furnishing and placing under your care this building as a part of the machinery of education. It is substantial and symmetrical in its proportions, well arranged and furnished, and as perfect in all its appointments as our present knowledge has enabled us to make it.

Mr. President, I will now place in your hands these keys. In accepting them, you assume the care and control of this building, which we now dedicate to the cause of education. And upon you, and the Board you represent, rests the responsibility of providing for the children and youth sent here and entrusted to your care, that mental furnishing and training which shall best qualify them to become good and useful citizens.

Rev. George W. Gardner, President of the School Committee, received the keys from Mayor Hull, and after a few remarks, passed them to Edwin B. Haskell, Esq., Chairman of the Sub-Committee on the Warren School, who spoke as follows:—

#### MR. HASKELL'S REMARKS.

After returning thanks for the building, in behalf of the Sub-Committee, and reporting the school in good condition, Mr. Haskell said:—The completion of this elegant school-house is an interesting event beyond the fact of its accommodation of some hundreds of scholars. It is a mark of progress in school architecture and all the *material* aids of education. To note the long stride that has been taken in this direction, we have only to compare this building with

the one which preceded it on this site. \* \* \* Taken as the embodiments of the popular idea as to what a first-class school-house should be, at two different periods of time, these two buildings, the old and the new, show an encouraging rate of advance.

The speaker then gave a brief description of the old building, and presented facts from the records of the School Committee, to show the changes that have been brought about in the last thirty years in school buildings and their furniture, and the number and compensation of teachers employed. He then said : —

It may be that we are approaching the best types in these material auxiliaries of education, and it is probable that the next thirty years will not witness such radical changes as have taken place in a like period of time in the past ; but no one acquainted with the workings of our school system can believe that we have advanced so near perfection in the *vital principles* of education, as to be justified in resting with what we have achieved. Buildings like this are good things in their way, but they are only the *machinery* of our system of instruction ; and if I were to write an essay on the present needs of our schools, I should turn my attention to the tendency of the times to do everything by machinery. Perhaps we depend too much upon it. We employ it not only in material things, but in political, social, and religious things, also. We build up a system, — a machine, — and expect it to do our work for us. We call it, perhaps, a *labor-saving* machine, — and sometimes that is its only recommendation. But there must be something besides the most cunningly devised machinery to produce good work. There must be skilled workmen, and the more complicated the machinery is, the more skill should the workmen possess. Especially is this true in the work of education, — the culture of the human mind, — the drawing out of the wonderful faculties with which God has endowed mankind.

I would oppose to this idea of producing certain results by machinery, — which is purely mechanical — the more natural idea of *growth*. The purpose of education is growth ; and in the cultivation of the mind reference must be had to the character of the *soil*, as well as the nature of the *plant*. We cannot expect to produce the same results by the use of the same means on different minds. It is not desirable. I fear that the tendency of our present system of education is to repress individuality, — that it is something like pruning the oak and the elm, the vine and the palm to the same model, instead of allowing them to illustrate the strength and the beauty of Nature each in its own way.

After some further remarks in regard to the direction of future progress, the speaker turned to Mr. Swan, Principal of the school, and said : —

In handing over the keys of this building to you, sir, I cannot refrain from expressing my sense of your deep interest in this school, strengthened by long and successful service here, which has sustained you under disadvantages you so keenly appreciated, and kept you faithful and hopeful to the present moment. You are happy already in tried and true fellow-teachers, who have nobly stood the test of the last two years, in diligent scholars, and, — what is of equal importance, — in intelligent, honest, and appreciative parents. To all, teachers and scholars of the Warren School, I wish you joy of your new possession, and in its enjoyment *a happy New Year.*”

On receiving the keys, Mr. Swan, Principal of the School, spoke as follows : —

### MR. SWAN'S REMARKS.

MR. CHAIRMAN : — It is with pride and pleasure that I accept these keys as emblems of the charge you formally commit to my care to-day.

This birthday of the New Year, we celebrate in dedicating to our youth this elegant and durable structure, which with its internal accommodations, adapted to the greatest comfort and health of our children, its architectural finish all beautiful, will henceforth rank as one of the monuments of the wisdom and liberality of the citizens of Charlestown. We do not, however, look to the costly walls or the architectural beauties of the building for the true glory of our school; these may be ruins to-morrow; but to that sound moral and intellectual training given to its youth, — preparing them for the duties of good citizens in a republic.

As master of this school, my heart is in the cause which has called us together to-day. Encouraged by the presence of so many friends, I dedicate anew my best energies to the duties of the position you have assigned me. In speaking for myself and in behalf of my associate teachers, no efforts on our part shall be wanting to make the school worthy the confidence you place in us.

The following Hymn was then sung.

## DEDICATION HYMN.

BY EDWIN B. HASKELL.

Heavenly Father, grant Thy blessing;  
 Make our labor Thee to praise;  
 Be to us as to our fathers,  
 In our country's early days.  
 Lead us upward, by Thy spirit,  
 To Thy bright and holy ways.  
     Bless the labor of our hands,  
     And the cause for which it stands;  
     Make us faithful to our trust,  
     Which shall live when we are dust.

Give us wisdom for Thy service;  
 Give us strength to do Thy will;  
 Give us courage to go onward,—  
 Make Thy works to praise Thee still.  
 Be to us as to our fathers,  
 And Thy promises fulfil.  
     Bless the labor of our hands,  
     And the cause for which it stands;  
     Make us faithful to our trust,  
     Which shall live when we are dust.

After the singing of the hymn, addresses were made by Rev. George E. Ellis, D. D., Rev. J. H. Twombly, Superintendent of Schools for this City, A. J. Phipps, Esq., of the State Board of Education, and Hon. Richard Frothingham. Dr. Ellis' address is here given in full. The exercises were closed with a Song, and the Benediction by Rev. O. C. Everett.

## DR. ELLIS' ADDRESS.

*Mr. Mayor and Gentlemen:*—I recall, not however with much vividness of impression, the day, Tuesday, April 21, 1840, when I took part in the exercises at the dedication of the edifice which occupied the site and anticipated the purpose of this noble structure.

Having been then less than one month a resident in this town, I found myself at once put to service on that occasion. The Rev. Mr. Bent took part with me in the devotional exercises. Our late, most excellent fellow-citizen, Mr. Charles Forster, that devoted friend of the young, and faithful worker in every good cause, was, if I remember rightly, the official administrator on the occasion. The little sheet in my hand, which I have searched out from among my papers, giving the order of exercises, with two original hymns by teachers of the school, was put into my hands by a bright-faced youth who answered to the name of Thomas Starr King. Those whose names I have spoken have already passed into the higher tuition of the skies.

I know not whether any of the pupils of that day are here now as fathers and mothers of those who, in their turn, are to enjoy the privileges of this school. But if such are here, they will find within these spacious and commodious halls the ground of an appeal to their children to make a corresponding improvement in their pupilage, like that which there is in the new building over the old one.

When a remnant of the impoverished inhabitants of this town returned, in small groups, to re-occupy it, after it had been burned by the British Army at the opening of the Revolution, the desolate spectacle, marked here and there by bare chimney stacks and well-sweeps, had to them a far more forbidding aspect than had the native wilderness to their fathers a century and a half before. The enemy had held the town during the nine months of the siege of Boston, after the battle on these heights. They had built a large blockhouse on the old Town Hill, — which then ran up like a cone thirty feet higher than its present elevation, — not greatly unlike one which the first settlers under Winthrop had built on the same spot for defence against the natives. That second blockhouse served for a time, as did the former one, for otherwise houseless citizens, a great variety of needful uses. There, as in a Town Hall, they met for business; there, as in a church, they worshipped; there, as in a school-house, the children were taught. It was also a place for storage, a kitchen, and a lodging-house. All our public buildings on the peninsula are an expansion of that serviceable structure. This, the last in the order of time, is the most costly, the most seemly, and I hope it will prove as satisfactory for its uses and as enduring as any. Those who examine its solid, thorough and convenient appointments to-day, may think first of its expense, and be reconciled to that only



by a generous appreciation of the transcendent interests to our community, of which it is the symbol and the exponent. The edifice will doubtless wear its finishing touch of beauty for the eyes of the citizens when it has been paid for, and stands not to represent a portion of a public debt, but a part of the invested capital of the city. Such in fact it really is now. The citizens evidently mean only to pay the interest on its cost for years to come; and the liquidation of the principal of the debt will fall to the ripe age of the scholars who are to be educated in it. Let them think of that as they are studying and learning, and be sure that they get their money's worth. If we could harmonize the feelings of the young persons who are to be taught here, with the reasonable expectations of their elders who furnish them with the place and its opportunities, instead of the alternate boasting and grudging indulged in about our school system, we should know better how to administer it and how to improve it.

What is said among us with anything of official authority, on occasions like this, relating to the interests and the practical workings of our system of free common education, is a matter of more importance than speakers always realize. Our words may be quoted in favor of or against complaints, theories, experiments of this or that kind, which ask a hearing or a trial in our school system. The wide spaces of our still expanding country that are to be planted with schools, look to our New England for their methods, and they adopt our last reports as their guides. And there are always commissioners, official agents from some countries of Europe, pursuing their inquiries among us, gathering up statistics, and sharply scrutinizing, comparing, and testing the results of a system in which it has been generally supposed that we are in advance of the civilized world.

When it was proposed last year to provide by legislative enactment for the sending over and the setting up at the Paris Exposition of a model of a New England school building, with its apparatus and appointments, a very interesting discussion was opened in the State House and in the newspapers. Certain facts came to public knowledge, which brought under question the supposed superiority and perfection of our system, as compared with those of one or more other countries. The proposed measure failed of public approval. The failure might be referred to our modesty, to our mortified vanity, to our uncertainty as to the result of the competition which we might provoke, or to an intelligent conviction on our part that our educational system was not as yet so satisfactory in its workings to our

selves, as to incline us to stand for it in its general method, or in its details, before the whole world.

This last suggestion intimates to us a fact, of which we have many other reminders, that our school system is still largely a matter of theorizing and experiment. The constant changes which are made in the structure and arrangement of our school edifices ; in the gradation of classes ; in the relations between head and assistant teachers ; in the course of study ; in the text-books ; in the methods of discipline, examination and promotion, and in the adoption of devices, attractions, and æsthetic branches of education, physical culture, drawing, painting, and music, — all these are tokens that a large part of our working consists in scheming, and that we feel that we are rather trying than accomplishing.

One might wonder, in looking at some aspects of the matter, over the multitude of still debated questions and conflicting opinions, in our own community, about our school system. In fact, hardly any of its details or methods, or fundamental principles can be said to have universal acceptance and approval. Radicalism finds material and occasion for itself in this subject as in so many others. Novelty and experiment, too, have their enthusiastic theorists. The simple word *Kindergarten*, borrowed with its associations of green arbors and rustic playgrounds and flowers, from Germany, has proved enough in itself for introducing a supposed revolution in the primary education of little children, and the mere name transfigures an ordinary basement school-room with white plaster walls. Some, there are, who tell us that it is a species of cruelty to confine little children even to the physiologically shaped seats of our modern humanity. But it seems to have been intended in the structure of our frame that we should some times sit down, and then should confine ourselves to the motions which are consistent with that posture. If restless activity is natural to children, quietness, at some times, is a grace which they must learn. There is a virtue, physical and moral, in being able to sit still. The practice must early be made easy, for occasions will come for it in life. It is certainly to be hoped that when we have carried to perfection the building and appointments of a model school-house, we shall not find ourselves persuaded that we have no need of them.

There are but two powerful agencies which have sway over human beings, — the one is Force, the other is Intelligent Conviction. In our country we have repudiated the former, and committed ourselves

to the latter agency. Our community educates its children in self-defence, for self-protection. We face courageously and hopefully the risks of a universal franchise only when we provide for the education of those who are to enjoy its privileges and bear its responsibility. We are often reminded with how little wisdom this world is governed. Perhaps even less of it than there is will insure our safety and prosperity, if we can diminish the number of fools.

If through the legislation and the records of our first fathers on this soil, its original English occupants, I can get at the design or intent which they had in view in their famous Court Order of Nov. 11, 1647, initiating our common school system, — that intent was to offer rudimentary education, *i. e.*, reading, writing, and arithmetic, gratuitously to all the children growing up in the Colony, and to compel their parents and guardians to avail themselves of the public provisions for that purpose. They expected that the advanced branches of education, what we call liberal culture and all accomplishments, would be provided for, in the main, by those who were to enjoy the means of them, and to a certain extent by the liberality of large minded, noble hearted, individual benefactors who possessed wealth. If this is the truth in the case, the event has shown that in trusting the interests of advanced education and mental culture to private benevolence, rather than to a public tax, our fathers trusted wisely. Any one who has a gift for research and statistics might find an engaging theme for his investigations, in gathering the gross amount of all the sums which have been given by individuals and associations, by bequests, endowments, and contributions for free academies, libraries, colleges, and other manifold institutions of learning, and then bringing this gross amount — and a gross one it would surely prove — into comparison with the whole sum of what has been exacted by compulsory taxation through the whole Commonwealth since the beginning of things here in support of public schools. It would not be strange if, as the result of such a comparison, it should appear that in this, as in many other high interests of humanity, Love had effected more than Law.

I am aware that it would not be strictly true to say that the legislation of our fathers provided only for a rudimentary education at the public expense. For the same order of Court which required a township of fifty householders to appoint and maintain one who should teach all the children “to write and reade,” further provided, that every town of an hundred householders “shall set up a gram-

mar school, the master thereof being able to instruct youth so far as they may be fitted for the University"; and that they had also ten years before planned for the foundation of that University, by devoting to it a sum equal to the whole of one year's tax of the Colony. Still, it is none the less substantially true that in their custom and usage the first Colonists and several generations of their descendants did not feel themselves charged with the responsibility of exacting at the public cost, the means for thorough and comprehensive education in anything like the elaborateness of our modern system. In the country towns, the bright, smart, ambitious youth who wished to go farther in the humanities than the village teacher was bound to advance them, had to trust mainly to their own wits, to their parents' purse, or to the helping kindness of the parish minister. The biographies of the men and women of our past generations, who have secured such a memorial of themselves, tell us many interesting stories of the shifts to which they had recourse in obtaining an education. When, as almost within the memory of the very aged still among us, there were but two books in the school-house, the Bible and the Dictionary, from which the children came up to the teacher's seat that they might learn to read and spell, there was but a slender field on which book agents might try their arts on the patronage of school committee men.

Our present elaborate system of education, with its intermeddlings with all knowledge, its gymnastics of voice and mind, its high philosophy, and its not always graceful calisthenics, its attempted initiation into the accomplishments and elegancies of culture, might or might not now have the sanction of our fathers, if they could come and inspect its workings. Our present system, with all its liberal, comprehensive, and necessarily tentative elements, is the growth and development of what we inherited from the past, combined with the novelties of present taste, popular judgment, and the ever active spirit of improvement. Certain it is that we attempt a great deal now, and a part of our outlay and effort, if not spent upon the impracticable, is spent upon the unrewarding. We take for granted that all the children of a generation are capable of receiving and appreciating a complete education, that they have brains for it, physical and mental aptitude for acquiring it, and rewarding uses for it. In the spirit of our Democracy, we attempt to deal equally by all, to provide without favor the same for all of every class and condition in their childhood, the full means which our schools and books in their

latest advances will afford. Our system is thus contrived, and at great expense put on trial, with reference to offering to all, to the whole of a generation, advantages which experience shows us can be appreciated and appropriated only by a very few. We even cast pearls before — some, many, who do not know what to do with them. We organize our school system with appliances for making sages, philosophers and artists by the million.

I remember very distinctly the experiences which fell to my share, the facts which came to my knowledge, and the dissatisfaction which I could not but yield to at times, when, as a member of the School Committee of the city, I had assigned to my oversight two Primary Schools, a Sub-Committeeship in a Grammar School, and the chief supervision of the High School. *Promotion* was then the word which stirred children's souls. We realize in our mature years how strangely unwise all children are in a constant restlessness to get out of their youth, "to be big," and to grow up, — not knowing the blessings and the privileges of their immaturity. We met their folly more than half way by the proffer and emphasis of *Promotion*. Looking always for something made too enviable before them, they lost opportunities and advantages on the way which led to it. Boys and girls who needed especially further training in the elementary studies of the Grammar Schools, availed themselves of what we so foolishly made their right, — to be examined for admission to the High School. In very many cases, when the boys and girls themselves cared but little for such advancement, feeling a sort of conviction that it would not really be the best thing for them, their parents claimed and insisted upon their admission. I recall those examination periods with old aches of weariness and vexation. Very often parents would come to my study, bringing children who had failed in passing the tests so very moderate in their exaction for those who aimed for a High School, and importunately seeking their admission. Often I yielded against my own judgment. That period and form of annoyance for our school year being passed, and the new classes with their appointed studies having been disposed in the High School, a new series of applications was made to me by parents or children, seeking for release from one or another of the very sort of lessons for which the High School was organized that it might offer instruction. The plea would be that Algebra, Geometry, French, Latin would be useless to this or that boy or girl, who wanted rather to be taught writing, arithmetic, grammar, or book-keeping. Such children h

been promoted out of a region suited for their training into one which could adapt itself to their wants and capacities only by falling short of its own especial purpose. The Committee on the High School were told that they must admit as many candidates from the Grammar Schools as there were of *unoccupied desks* in the two fine halls. I used to think it would have been better, if we had been allowed to have some regard to the amount of space and capacity in unfilled or untrained brains.

Now I hold it to be a self-evident truth, that a New England child, whether of native or foreign parentage, if lacking anything in capacity, will make it up in the impulse and incentive found in the straits of self-interest and necessity for learning how to read, how to write, and how to cast an account. The atmosphere and the conditions of his life, help the teacher in putting the pupil through that part of his education. But beyond that stage of education, if the capacity of the brain is feeble, and the impulse of self-interest and necessity fails, then an advance in learning becomes difficult, it frets the pupil, and he has little heart for it. The teacher has to do double brainwork, for himself and for his pupil. He sees the stupid, irresponsible scholar stand before him, and feels much as if he were undertaking to fashion a marble statue out of clay, or to create ideas in the mind which he is addressing by words. Whenever I hear the "class in philosophy" called out in a public school, I have always a new sense of the profundity of that hard science, and a fresh conviction that our Creator does not design that all our boys and girls should be philosophers.

Much indeed might be said in favor of such a thorough reduction and simplification of our present system, as would hold us bound by tax to provide freely, and with comprehensive, universal reference for the educating of all children, only in reading, writing and arithmetic, and making the enjoyment of any farther advantages to stand as a privilege reserved for those who, by some effort, capacity, or attainments of their own, gave evidence that a higher training would not be wasted upon them. And this condition might be advocated not on grounds of economy, but in the interests of good learning, and with the intent of securing, what every teacher will tell you is his most delightful and helpful incentive, — an engaged and responsive sympathy in his pupil.

Even those of us who have the strongest natural taste for learning, and are trying to gather it all our lives long, forget that part of our

acquired knowledge which we attained without the expectation or purpose ever to use it. When you hear school children asking "what is the use of our learning this, or that," you may be pretty sure that they are not learning it. The two duties which will be two leading purposes of a faithful school teacher are, first, to stir the hearty, living interest of the pupils in what is to be taught, and second, to communicate some valuable information, which will be so intently received as to be retained and added to by the pupil's own effort. We never retain what we have received from others, unless we add to it by affection or effort something of our own. When pupils do not themselves have some practical sense of the value of their lessons, the lessons have an air of unreality about them. Imagine actual cases, and note how differently any particular kind of knowledge is regarded when it can be directly turned to account, and when it is faced as the dull taskwork of a book. Many of the soldiers in our civil war, marching over the country, or escaping in roundabout wanderings from prison or from the risk of capture, would have rejoiced to have had in their knapsacks or blankets a few pages of the geography which they once had the unused opportunity of getting into their heads. Many a coaster blundering through the mists and fogs of our shores, and studying our headlands, sends back regrets over his old school atlas. Show a Yankee child the practical use of any knowledge offered to him and he will acquire it, as by the instinct which makes our foreign servant girls so skilful in casting up their wages without so much of help as the Indian finds in counting his bunch of sticks.

There is, of course, an extreme limit of wisdom to all experimenting and theorizing in our school system, beyond which we peril all its expected and possible results of good. There is a limit to the expense which our burdened community is willing to bear for it, and excess in that direction may prompt to niggardliness and restriction. Hasty changes and ill-considered devices tempt some who have the administration of our schools. I have never approved that lavish liberality which provides school-books gratuitously to those who profess an inability to buy them. The usage is prejudicial in two ways, as it lessens one of the restraints upon caprice and fickleness in constantly changing text-books, and encourages carelessness and wastefulness in pupils and in their parents. For I fear there are parents who will take books so easily come by, when well greased by the soiled hands of their children, and, using them to kindle the fire, send

for a duplicate copy. We are justified in requiring, we are manifestly bound to require some one moderate and reasonable condition or exaction of parents and children, to ensure their appreciation, — the appreciation even by the poorest and most straitened of them, — of the lavish cost and pains engaged in offering them an education. They should be compelled to furnish their elementary books.

The direction in which at present we are to look for further and better results for our system of education is, in securing from the pupils themselves a better appreciation and a fuller appropriation of the generous and exalted privileges offered to their use. They, too, must work, and try to turn their opportunities to account.



## DECISION OF THE COURT,

*In the Case of the City of Charlestown vs. School Committee,  
respecting Teachers' Salaries*

On May 11, 1867, in compliance with an order of the City Council, Henry W. Bragg, Esq., City Solicitor, submitted to the City Council an opinion relating to the power of the School Committee to fix the salaries of teachers, and the liabilities of the City resulting therefrom, in which he held that the School Committee were not limited by any ordinance of the City in fixing the salaries of teachers, and that the City would be obliged to pay the salaries of teachers employed by the Committee,—even though the aggregate of such salaries should exceed the appropriation therefor made by the City Council.

This opinion, together with another one furnished to the Committee to the same effect, seeming to conflict with a previous one given by the late J. Q. A. Griffin, Esq., the City Council concluded to apply to the Supreme Court. And for that purpose, employed Hon. Charles Robinson, Jr., to draw and present to the Supreme Judicial Court a Bill in Equity, setting forth the fact that the Committee had employed teachers at salaries, the aggregate of which, would exceed the appropriation made by the City Council for that purpose. And praying the Court to issue an injunction restraining the Committee from continuing the Schools and retaining the teachers therein at such salaries. The Committee employed Henry W. Bragg, Esq. to represent them in this suit. He demurred to the Bill, and claimed that the Committee had the exclusive power to fix the salaries of teachers, and that the Court had no jurisdiction in the premises, and could not issue the injunction as prayed for.

The cause came up for argument on January 30, 1868, and was fully argued upon both sides. On February 10, 1868, the Court ordered the Bill dismissed, and sent down the following opinion.

“The School Committee have the power to establish the salaries of teachers in the public schools, and this cannot be controlled by the City Council, except by voting to close the schools after they have kept the length of time required by law.”

## GRAMMAR SCHOOL DISTRICTS.

**BUNKER HILL.** — Commencing at Charles River, through Walker Avenue, including within the district *both sides*, to Main street; crossing Main street to Walker street; through Walker street, *both sides*, to the westerly end of Wall street; thence by straight line to the top of the hill, thence across Bunker Hill street to Belmont street; thence through Belmont street, *both sides*, across Medford street to the Mystic River.

**PRESCOTT.** — Commencing at Mystic River, crossing Medford street to Belmont street by *rear line* of Belmont street to Bunker Hill street; across Bunker Hill street, and by *rear line* of Walker street to *rear line* of Russell street; by *rear line* of Russell street to Pearl street; through *the centre* of Pearl street to Bartlett street; by *rear line* of Bartlett street to Monument Square; through Monument Square to Lexington street, by *rear line* of Lexington street to Bunker Hill street; across Bunker Hill street, through *the centre* of Lexington street, across Medford street to Mystic River.

**WARREN.** — Commencing at Charles River, thence by *rear line* of Walker Avenue to Main street; crossing Main street and running by *rear line* of Walker street to Russell street; through Russell street, *both sides*, to Pearl street; through *the centre* of Pearl street to Bartlett street; thence through Bartlett street, *both sides*, to Monument Square; through Monument Square to High street; through High street to Winthrop street; through Winthrop street, *both sides*, to Main street; through *the centre* of Main street to Bow street; by *rear line* of Bow street to Arrow street; thence by *rear line* of Arrow street to Front street.

**HARVARD.** — Commencing at the Navy Yard gate, through *the centre* of Wapping street, across Chelsea street to Chestnut street; through Chestnut street, *both sides*, to Adams street; through Adams street, *both sides*, to Winthrop street; through Winthrop street by *rear line* to Main street; through *the centre* of Main street to Bow street; through Bow street, *both sides*, to Arrow street; through Arrow street, *both sides*, to Front street.

**WINTHROP.** — Commencing at the Navy Yard gate, through *the centre* of Wapping street to Chelsea street; through Chelsea street to Chestnut street; by *rear line* of Chestnut street to Adams street; by *rear* of Adams street to Winthrop street; by *rear* of Winthrop street

to Monument Square ; thence, including within the district, the *easterly side* of Monument Square to Lexington street ; through Lexington street, *both sides*, to Bunker Hill street ; across Bunker Hill street, and through *the centre* of Lexington street, crossing Medford street to Mystic River.

## BOUNDARY LINES OF PRIMARY SCHOOLS.

No. 1. — *School-house on Haverhill street.* — Commencing at Cambridge street, through Kingston or Seavey street, including *both sides* within the district, to Haverhill street ; through Haverhill street, *both sides*, to Main street ; across Main street to Dorrance street ; through Dorrance street, *both sides*, including Sherman Square to Mystic River.

Nos. 2, 3, 4, 5, 6, and 7. — *School-house situated on the corner of Bunker Hill and Charles streets.* — Commencing at Mystic River, thence *by rear* of Dorrance street to Main street ; across Main street to *rear* of Haverhill street ; thence to *rear* of Kingston or Seavey street to Cambridge street ; across Cambridge street to the Mill Pond ; thence to Canal street ; through Canal street, *both sides*, to Allen street ; through *the centre* of Allen street to Main street ; through *the centre* of Main street to Baldwin street ; through *the centre* of Baldwin street to Bunker Hill street ; through *the centre* of Bunker Hill street to Belmont street ; through Belmont street, *rear line*, crossing Medford street to Mystic River.

No. 8. — *Room rear of Gun House on Bunker Hill street.* — Commencing at Mystic River, across Medford street to Belmont street ; through Belmont street, *both sides*, to Bunker Hill street ; through *the centre* of Bunker Hill street to Cook street ; through Cook street, *both sides*, to Medford ; across Medford street to the Mystic River ; thence to the point of starting.

Nos. 10, 11, 12, and 13. — *School-house on Mead street.* — Commencing at the Mill Pond, through *the centre* of Allen street to Main street ; through *the centre* of Main street to Baldwin street ; through *the centre* of Baldwin street to Bunker Hill street ; through *the centre* of Bunker Hill street to Sullivan street ; through *the centre* of Sullivan street to Main street ; across Main street to Charles River.

Nos. 14 and 15. — *School-house on Sullivan street.* — Commencing at Main street, through *the centre* of Sullivan street to Bunker Hill street ; across Bunker Hill street to the *rear* of Cook street ; thence,

by rear line, to Medford street ; through Medford street to Pearl street ; through Pearl street, *both sides*, to Bunker Hill street ; through Bunker Hill street, *both sides*, to School street ; through School street, *both sides*, to High street ; through High street, *both sides*, to Salem street ; through Salem street, *both sides*, to Main street ; through Main street, *both sides*, to Phipps street ; through the centre of Phipps street to the Burial Ground.

No. 16. — *School-house on Medford street.* — Commencing at Mystic River, crossing Medford street to rear of Pearl street : thence, by rear line, to rear Bunker Hill street ; thence, by rear line, to Everett street ; through the centre of Everett street, crossing Medford street, to Mystic River.

Nos. 17 and 18. — *School-house on Cross street.* — Commencing at the corner of High and School streets, thence by rear of School street to Bunker Hill street ; through Bunker Hill street, *both sides*, to rear of Lexington street ; thence, by rear of Lexington street, to Monument Square ; thence to Concord street ; thence to High street ; through the centre of High street to Green street ; through High street, *both sides*, to School street.

Nos. 19 and 20. — *School-house on Bunker Hill street.* — Commencing at Mystic River ; crossing Medford street ; through the centre of Everett street to rear of Bunker Hill street ; thence to Lexington street ; through Lexington street, *both sides*, to the corner of Monument Square and Tremont street ; through the centre of Tremont street to Edgeworth street ; through the centre of Edgeworth street to Bunker Hill street ; across Bunker Hill street to Tufts street ; through the centre of Tufts street, crossing Medford street, to Mystic River.

Nos. 21, 22, 23, and 24. — *School-house on Moulton street.* — Commencing at Mystic River ; across Medford street ; through the centre of Tufts street to Bunker Hill street ; across Bunker Hill street to Edgeworth street ; through the centre of Edgeworth street to Jay street ; through the centre of Jay street to Chelsea street ; through Chelsea street to Mystic River.

Nos. 25, 26, 27, 28, 29, and 30. — *School-house on Common street.* Commencing at Warren street and running through the centre of Winthrop street to Monument Square ; thence to corner of Tremont street ; thence through centre of Tremont street to Edgeworth street ; across Edgeworth street through centre of Jay street to Navy Yard wall ; thence following the wall to Water street ; *both sides* of Water street to Warren Bridge ; thence through the centre of Warren Avenue,

City Square, and Main street to Monument Avenue; thence through *the centre* of Monument Avenue to Warren street; thence *both sides* of Warren street to Winthrop street.

No. 31. — *School-house on Soley street.* — From High street through *the centre* of Wintrop street to Warren street; by *rear* of Warren street to Monument Avenue; through *the centre* of Monument Avenue to Main street; through *the centre* of Main street to Green street; through Green street to High street; thence through *the centre* of High street to Winthrop street.

Nos. 32, 33, 34, and 35. — *School-house on Bow street.* — Commencing at Prison Point Bridge, through Austin street, *both sides*, to Main street; through *the centre* of Main street and City Square and Warren Avenue to Front street; through Front street to Austin street; thence to Prison Point Bridge.

No. 36. — *School-house on Richmond street.* — From Prison Point Bridge, by *rear* of Austin street, to Lawrence street; thence by *rear* of Lawrence street to Phipps street; thence to the Burial Ground.

No. 37. — *School-house on Richmond street.* — From Main street, through Green street to *rear* of High street; following *rear line* to Salem street; down Salem street, *by rear line* to Main street; across Main street to Phipps street; through *the centre* of Phipps street to Lawrence street; thence *both sides* Lawrence street to *rear* of Austin street; following *rear line* of Austin street to Main street.

# COURSE OF STUDIES.

---

## PRIMARY SCHOOLS.

### SIXTH CLASS.

HILLARD'S FIRST READER, to the 22d lesson. The words in the columns to be spelled without the book ; and also words to be selected from the reading lessons.

BOSTON PRIMARY SCHOOL TABLETS. — Nos. 2 and 11 to be used in teaching the names and elementary sounds of letters. Nos. 13, 14, 15, and 16 to be read and spelled by letters and sounds. Nos. 9, 10, and 2 to be used in reviewing the alphabet in reference to the variety of forms of letters. No. 5, the pupil to name and point out the lines and plane figures.

SLATE EXERCISES. — Printing small letters, writing the Arabic characters, and drawing straight lines and rectilinear figures.

NUMBERS. — The idea of numbers to be developed by the use of objects. The pupil to be taught to count to one hundred on the numeral frame, and to read at sight any number expressed by Arabic figures from 1 to 20.

ORAL LESSONS. — Children are to be taught to observe the forms, colors, positions, and parts of objects ; to distinguish the different parts of the human body, and of animals with which they are familiar ; each lesson to be conducted with a view to cultivating habits of *attention* and *observation*. Objects or pictures should be freely used in giving illustrations.

Repeating verses and maxims.

Singing, for five or six minutes, twice, at least, each day.

Physical exercises, from three to five minutes, twice at each session.

The Primary Schools are arranged in six classes, each occupying one-half of the school year.

The classes in the Grammar Schools occupy one year each, and as promotions are made semi-annually they are sub-divided into sections. The progress to be made by each section in most of the branches is clearly defined ; in a few it is left to the discretion of the teacher.

## FIFTH CLASS.

HILLARD'S FIRST READER, to be used in the same manner as in the sixth class, and completed.

BOSTON PRIMARY SCHOOL TABLETS. — Review of the exercises on the tablets prescribed for the sixth class. No. 19, entire. No. 6, name and point out the figures and their parts. No. 14, syllables to be spelled by sound.

NUMBERS. — Roman numerals to L. Simple operations in addition and subtraction to be taught by means of objects and the numeral frame. Adding, on the numeral frame, by twos and by threes, to one hundred; also subtracting by the same numbers. Reading numbers readily at sight, and writing them, with Arabic figures, to 50.

Slate exercises, as in the sixth class; also printing capital letters and short words, and drawing curvilinear figures. — Tablets 5 and 6 to be used in the drawing exercises.

Oral lessons, physical exercises, and singing, as in the sixth class.

Repeating verses and maxims.

## FOURTH CLASS.

HILLARD'S SECOND READER, to the 31st lesson. The words in the columns to be spelled, and also words selected from the reading lessons.

WORCESTER'S PRIMARY SPELLING BOOK, to the 44th lesson.

BOSTON PRIMARY SCHOOL TABLETS. — Nos. 5 and 6 reviewed, with a description of the lines and figures. Nos. 11, 13, and 14 reviewed. No. 12 to be learned. Nos. 17 and 18 names of punctuation marks.

NUMBERS. — Roman numerals to C, with all their combinations. Writing numbers correctly, with Arabic figures, to 100. Simple questions in addition and subtraction, mostly with concrete numbers. Addition table to  $10 + 10$ , and subtraction table to  $10 - 10$ . Adding, with or without numeral frame, by twos, threes, and fours, to one hundred, and subtracting by the same numbers.

Slates and blackboards to be used daily in printing letters, in writing numbers, and in drawing.

Oral lessons on form, color, size, and parts of objects, given in

such a manner as to lead pupils to observe things which are not in the school-room, particularly plants and animals; also, on morals and manners.

Repeating verses and maxims.

Physical exercises and singing, as in the fifth and sixth classes.

### THIRD CLASS.

HILLARD'S SECOND READER, to be used as in the fourth class, and completed.

WORCESTER'S PRIMARY SPELLING BOOK, to the 88th lesson. Daily exercises in spelling words by sounds. Teachers are expected to question their pupils frequently respecting the definition of the words which they spell, and the meaning of the lessons they read.

BOSTON PRIMARY SCHOOL TABLETS. — Nos. 5, 6, 11, 12, 13, and 14, reviewed, No. 18, definition of punctuation marks. No. 20, completed. Frequent questions in regard to the names and uses of the marks in the reading lessons.

SLATE EXERCISES. — Printing capitals, writing small script letters, and drawing plane figures. Exercises in writing and drawing to be illustrated by the appropriate tablets, and by examples on the blackboards.

NUMBERS. — Roman numerals to D, with all their combinations. Addition and subtraction tables completed to 12. Multiplication table, through 6 times 12, and division table to 72 divided by 6. Numeration through three figures; addition of two or more numbers, each containing two figures.

Abbreviations commenced.

Oral lessons, as in the fourth class.

Recitation of maxims and select pieces.

Physical exercises and singing at each session.

### SECOND CLASS.

HILLARD'S THIRD READER, to the 36th lesson. Special attention to be given to the definitions of words, and to the meaning of the lessons read. Teachers should frequently explain the meaning of words, both those which are in common use and those which are difficult or of rare occurrence; and they should endeavor, by all suitable means, to encourage their pupils in the practice of inquiring



closely into the sense of what they read. Marks of punctuation thoroughly studied, and their uses applied in reading.

WORCESTER'S PRIMARY SPELLING BOOK, to the 144th lesson. Frequent exercises in spelling words by sounds.

BOSTON PRIMARY SCHOOL TABLETS. — Nos. 3, 5, 6, 11, 12, 18, and 20 to be thoroughly reviewed.

NUMBERS. — The tables of addition, subtraction, multiplication, and division fully mastered to 12. Exercises in writing numbers with Roman numerals to M. Numeration through four figures; addition and subtraction, with numbers containing three figures.

Abbreviations continued.

Slate exercises, as in the third class; also writing capital letters.

Oral lessons upon objects of a mechanical origin, on plants, animals, and the events of daily life; also on morals and good behavior, — illustrations to be drawn from school incidents, reading lessons, and other proper sources.

Recitation of maxims and select pieces.

Physical exercises and singing at each session, and as often as the condition of the school may require.

## FIRST CLASS.

HILLARD'S THIRD READER, completed. Reading exercises to be conducted in the same manner as in the second class.

WORCESTER'S PRIMARY SPELLING BOOK, completed. Exercises in spelling words by sounds.

BOSTON PRIMARY SCHOOL TABLETS reviewed, with special reference to the elementary sounds of letters, the names and uses of the marks of punctuation, and drawing.

NUMBERS. — The tables thoroughly reviewed. Questions requiring a practical application of the tables. Numeration through six figures. Addition and subtraction by the use of numbers containing four figures each. Examples in multiplication and division: the multiplicand and dividend containing five figures each, and the multiplier and divisor limited to a single figure.

GEOGRAPHY, from globes and geographic cards. The form of the earth; the main bodies of land and water, rivers, lakes, mountains etc.; the points of the compass; the location of the New England States.

**SLATE EXERCISES.**—Writing words and short sentences from copies and dictation. Drawing the most difficult figures on the tablets, and such as the teacher may place on the blackboard.

Abbreviations completed.

Oral lessons, as in the second class ; special efforts to be made by teachers to cultivate, on the part of their pupils, the faculty of observation and the habit of comparison.

Maxims and recitations as in the second class.

Physical exercises and singing at each session.

## GRAMMAR SCHOOLS.

## SIXTH CLASS.

ORAL INSTRUCTION. — Articles of food ; plane figures ; circle and its parts ; plants and flowers : filial duties.

HILLARD'S FOURTH READER, to the 119th page.

PENMANSHIP. — Book No. 1 of Payson, Dunton & Scribner's System.

DRAWING. — Book No. 1 of Bartholomew's Series.

## SECOND SECTION.

WORCESTER'S SPELLER, to the 29th page.

COLBURN'S ARITHMETIC, to the ii. sec. Review of the arithmetical course prescribed for the Primary Schools. Numeration through nine figures.

GEOGRAPHY. — Lessons on globes, and cards or maps, respecting the general configuration of the earth. Special attention to be given to rivers, lakes, gulfs, bays, seas, islands, capes, etc. ; also to the points of the compass ; the location of countries, and to latitude and longitude.

Abbreviations, and the use of capitals and the marks of punctuation.

## FIRST SECTION.

WORCESTER'S SPELLER, to the 44th page.

COLBURN'S ARITHMETIC, to the iii. sec.

GREENLEAF'S ARITHMETIC, to the 33d page.

COLTON & FITCH'S GEOGRAPHY, to the 17th page.

Abbreviations continued ; also, the use of capitals and the marks of punctuation.

## FIFTH CLASS.

ORAL INSTRUCTION. — Reciprocal duties of children ; industry ; true courage ; influence of early habits ; articles of wearing apparel.

PENMANSHIP. — Book No. 2.

DRAWING. — Book No. 2.

HILLARD'S FOURTH READER, completed.

## SECOND SECTION.

WORCESTER'S SPELLER, to the 55th page.

COLBURN'S ARITHMETIC, to the iv. sec.

GREENLEAF'S ARITHMETIC, to the 58th page.

COLTON & FITCH'S GEOGRAPHY, to the 28th page.

Abbreviations reviewed. The use of capitals and the marks of punctuation.

## FIRST SECTION.

WORCESTER'S SPELLER, to the 66th page.

COLBURN'S ARITHMETIC, to the vi. sec.

GREENLEAF'S ARITHMETIC, to the 82d page.

COLTON & FITCH'S GEOGRAPHY, to the 38th page ; and review from the beginning.

Exercises in writing capital letters and abbreviated words.

## FOURTH CLASS.

ORAL INSTRUCTION. — Trees and their uses ; household furniture ; National and State coats of arms ; biographical sketches of distinguished navigators, warriors, benefactors, and statesmen.

Lectures on Physiology by the Principals.

PENMANSHIP. — Book No. 3.

DRAWING. — Book No. 3.

HILLARD'S INTERMEDIATE READER, to the 122d page.

## SECOND SECTION.

WORCESTER'S SPELLER, to the 76th page.

COLBURN'S ARITHMETIC, to the vii. sec.

GREENLEAF'S ARITHMETIC, to the 110th page.

COLTON & FITCH'S GEOGRAPHY, to the 52d page.

## FIRST SECTION.

WORCESTER'S SPELLER, to the 86th page.

COLBURN'S ARITHMETIC, to the ix. sec.

GREENLEAF'S ARITHMETIC, to the 131st page, with a review from the beginning.

COLTON & FITCH'S GEOGRAPHY, to the 66th page.

## THIRD CLASS.

ORAL INSTRUCTION. — Air, water ; respiration, digestion, and circulation of the blood ; citizenship and social duties ; National and State governments ; biographical sketches of eminent historians, orators, inventors, and naturalists.

PENMANSHIP. — Book No. 4.

DRAWING. — Book No. 4.

HILLARD'S INTERMEDIATE READER, completed.

## SECOND SECTION.

WORCESTER'S SPELLER, to the 100th page.

COLBURN'S ARITHMETIC, to the xii. sec.

GREENLEAF'S ARITHMETIC, to the 181st page ; omitting explanation of least common multiple and greatest common divisor.

COLTON & FITCH'S GEOGRAPHY, to the 80th page.

ENGLISH GRAMMAR. — Names and definitions of the parts of speech, and the construction and analysis of simple sentences.

## FIRST SECTION.

WORCESTER'S SPELLER, to the 109th page.

COLBURN'S ARITHMETIC, to the xiii. sec.

GREENLEAF'S ARITHMETIC, to the 205th page.

COLTON & FITCH'S GEOGRAPHY, to the 92d page.

ENGLISH GRAMMAR. — Names and definitions of the parts of speech, the construction and analysis of simple and compound sentences ; parsing simple sentences.

## SECOND CLASS.

ORAL INSTRUCTION. — Trades and business ; influence of early habits, illustrated by anecdotes ; light and sound ; lessons on pictures ; historical sketches of Babylon, Ninevah, Jerusalem, Athens, Carthage, and other ancient cities.

PENMANSHIP. — Book No. 5.

DRAWING. — Book No. 5.

HILLARD'S FIFTH READER, to the 144th page.

## SECOND SECTION.

WORCESTER'S SPELLER, to the 133d page.

COLBURN'S ARITHMETIC, to the xv. sec.

GREENLEAF'S ARITHMETIC, to the 248th page.

COLTON & FITCH'S GEOGRAPHY, to the 109th page.

HISTORY OF THE UNITED STATES, commenced.

ENGLISH GRAMMAR. — Properties of the noun, pronoun, verb, and adverb ; the rules of syntax applicable to those parts of speech ; construction and analysis of sentences ; parsing simple sentences.

## FIRST SECTION.

WORCESTER'S SPELLER, to the 147th page.

COLBURN'S ARITHMETIC, completed.

GREENLEAF'S ARITHMETIC, to the 270th page ; review from the beginning, including portions previously omitted.

COLTON & FITCH'S GEOGRAPHY, reviewed.

HISTORY OF THE UNITED STATES, continued.

ENGLISH GRAMMAR. — The properties of all the parts of speech ; the rules of syntax, omitting observations and exceptions of *minor* importance ; construction and analysis of sentences ; parsing simple and compound sentences.

## FIRST CLASS.

ORAL INSTRUCTION. — Patriotism ; historical sketches of Assyria, Egypt, Persia, Media, and other ancient nations ; metals and minerals ; philosophy ; astronomy.

PENMANSHIP. — Book No. 6.

DRAWING. — Book No. 6.

HILLARD'S FIFTH READER, completed.

WORCESTER'S SPELLER, finished.

COLBURN'S ARITHMETIC, weekly exercises.

GREENLEAF'S ARITHMETIC, finished.

HISTORY OF THE UNITED STATES.

PHYSICAL GEOGRAPHY.

BOOK-KEEPING, by single entry.

ENGLISH GRAMMAR. — Properties of the parts of speech ; all the rules of syntax ; construction and analysis of sentences ; parsing from the Fifth Reader.

Physical exercises and singing daily in each class.

Composition and declamation through the course.

Map drawing, by all the classes.

Teachers are expected to pay particular attention to the elementary sounds of the English language, and to give their pupils frequent exercises in vocal gymnastics.

In the first, second, third, and fourth classes, pupils are required to learn and to apply the rules for punctuation, and the use of capital letters.

All teachers are expected to make it an essential part of their daily labor to cultivate the morals and manners of their pupils.

## HIGH SCHOOL.

## ENGLISH AND CLASSICAL COURSE.

## JUNIOR CLASS.

1. CUTTER'S PHYSIOLOGY; WARREN'S PHYSICAL GEOGRAPHY.
2. GREENLEAF'S ELEMENTARY ALGEBRA.
3. HARKNESS' INTRODUCTORY LATIN BOOK.

Reading; Spelling and Defining; Penmanship; Book-keeping, with practice in Business Forms, — Wednesday and Saturday.

## SECOND MIDDLE CLASS.

1. TENNEY'S NATURAL HISTORY; WORCESTER'S ANCIENT HISTORY.
2. ALGEBRA, finished; GREENLEAF'S NATIONAL ARITHMETIC; PORTER'S CHEMISTRY.
3. HANSON'S LATIN PROSE BOOK, through First Book of Cæsar, with HARKNESS' LATIN GRAMMAR.

Magill's French Grammar; Quackenbos' Rhetoric; Reading and SPELLING, — Wednesday and Saturday.

## FIRST MIDDLE CLASS.

1. GRAY'S BOTANY; ANCIENT HISTORY, finished; ALDEN'S SCIENCE OF GOVERNMENT.
  2. GREENLEAF'S GEOMETRY; BROCKLESBY'S ASTRONOMY.
  3. HANSON'S LATIN PROSE BOOK; Cæsar, Cicero *vs.* Catiline.
- Magill's French Grammar and Magill's French Reader; Alden's Intellectual Philosophy, — Wednesday and Saturday.

## SENIOR CLASS.

1. QUACKENBOS' NATURAL PHILOSOPHY.
  2. FRENCH GRAMMAR AND READER, continued.
  3. Six Books of VIRGIL'S ÆNEID, for the Latin Division of the class; Noël et Chapsal's Grammaire Française, and translating English into French, for the French Division.
- Alden's Moral Philosophy; English Literature and Biography, — Wednesday and Saturday.



## ENGLISH AND COMMERCIAL COURSE.

## JUNIOR CLASS.

1. CUTTER'S PHYSIOLOGY ; WARREN'S PHYSICAL GEOGRAPHY.
2. GREENLEAF'S ELEMENTARY ALGEBRA.
3. ENGLISH GRAMMAR, with exercises in Analysis and Parsing.  
Reading ; Spelling and Defining ; Penmanship ; Book-keeping,  
with practice in Business Forms, — Wednesday and Saturday.

## MIDDLE CLASS.

1. TENNEY'S NATURAL HISTORY ; WORCESTER'S ANCIENT HISTORY.
2. ALGEBRA, finished ; GREENLEAF'S NATIONAL ARITHMETIC ;  
PORTER'S CHEMISTRY.
3. QUACKENBOS' NATURAL PHILOSOPHY.  
Rhetoric ; Reading ; Spelling and Defining ; Banking, with Business Forms, — Wednesday and Saturday.

## SENIOR CLASS.

1. GREENLEAF'S GEOMETRY ; TRIGONOMETRY, (elective.)
2. BROCKLESBY'S ASTRONOMY ; GRAY'S BOTANY, (elective.)
3. ENGLISH LITERATURE AND BIOGRAPHY ; ALDEN'S SCIENCE  
OF GOVERNMENT ; GEOLOGY, (elective.)  
Mental and Moral Philosophy, — Wednesday and Saturday.

## PREPARATORY COLLEGE COURSE.

## JUNIOR CLASS.

1. CUTTER'S PHYSIOLOGY ; WARREN'S PHYSICAL GEOGRAPHY.
2. GREENLEAF'S ELEMENTARY ALGEBRA.
3. HARKNESS' INTRODUCTORY LATIN BOOK.  
Reading ; Spelling and Defining ; Penmanship ; Book-keeping,  
with practice in Business Forms, — Wednesday and Saturday.

## THIRD CLASS.

1. ALGEBRA, finished ; ARITHMETIC, reviewed ; WORCESTER'S  
ANCIENT HISTORY.

2. HANSON'S LATIN PROSE BOOK, through First Book of Cæsar, with Harkness' Latin Grammar.

3. HADLEY'S GREEK GRAMMAR; WHITON'S GREEK LESSON'S. Ancient Geography; Rhetoric; Reading and Spelling, — Wednesday and Saturday.

### SECOND CLASS.

1. GREENLEAF'S GEOMETRY.

2. LATIN, through Fourth Book of Cæsar, and Cicero's Orations against Catiline.

3. GREEK GRAMMAR, continued; XENOPHON'S ANABASIS.

Latin and Greek Composition; Sallust and Cicero, continued, — Wednesday and Saturday.

### SENIOR CLASS.

1. FREIZE'S VIRGIL; CICERO'S SELECT ORATIONS.

2. ANABASIS, finished; three Books of Homer's Iliad.

Latin and Greek Composition; Algebra and Geometry, reviewed, Wednesday and Saturday.



### GENERAL EXERCISES BY ALL THE CLASSES.

1. Calisthenics, daily.

2. Composition; Public Reading by the girls, and Declamation by the boys, weekly.

3. Instruction in Music and Drawing, twice a week.

# OUR PUBLIC SCHOOLS.

## The Warren, with Bits of its Early History.

### THE ORIGINAL HOUSE DESTROYED BY FIRE.

### THE PRESENT EDIFICE AND ITS TEACHERS.

The history of the Warren School dates back as far as 1839, and the erection of the first house on the present site grew out of the fact that the Harvard and Winthrop schools contained 654 scholars, and were crowded, making over 200 more scholars than there were seats. The trustees were then constrained to recommend the erection of a new school house, "expressing the opinion in their report that it would " be the best economy for the time to construct a large and permanent building sufficiently commodious to contain all the conveniences necessary for a modern school," and they recommended the Elliot school on Bennet street, Boston, as a model. The town at the May meeting recommended the appropriation of \$15,000 for the purchase of land and erection of a school house. A lot of land containing 7630 feet, on the corner of Summer and Pleasant streets was purchased of Jonathan Brown at thirty-four cents a foot. The erection was commenced, the contract for mason work being awarded to Jonathan Locke, and the carpentry to Clark & Varney. The wall had been completed but a short time when the violent gale of December 15, 1839, occurred, and blew down two of the chimnies, the concussion throwing out both gable ends of the building. The damage was of course repaired and when completed, the building which was of brick, was 60 feet long by 40 feet wide, having a porch 32 feet by 18 feet. It was two stories high, with a basement story. There were four rooms, two for grammar scholars and two for primary. The rooms were 14 feet 6 inches high, 56 long, and 36 wide. On the 7th of April, Samuel L. Gould was elected the master, and Miss Caroline E. Andrews the assistant of the grammar department and James G. Foster, the master, and Miss Sarah C. Fernald the assistant of the writing department. On the 13th of April it was determined the school should be dedicated on the 20th, and commence on the 21st.

Mary married, and went with her husband to the far West. James took his small fortune of a few hard earned dollars and left us for the golden land of promise, California, and only little Ruth was left us. Then the angel of death came for Martha, and only six months later I was stricken helpless with paralysis.

But even in that time of rebellious murmuring, of bitterest repining, there was some consolation. First, there was the house and five acres of land, my very own, free of debt or mortgage, and a small sum in the bank, the interest of which lifted us above actual want. Then I had Ruth.

She was just twenty when her mother died, and others beside her father thought her face the fairest one for miles around. She had the bluest eyes, like the patches of summer sky, and hair that was the color of corn silk, and nestled in little baby curls all over her head—rebellious hair, that would never lie straight under any coaxing, but kinked up in tangles that were full of sunlight. Her skin was white as milk: her cheeks like the heart of a blush rose, and her smile showed the prettiest rows of pearly teeth I ever saw.

She coaxed me from my wicked repinings by coming to me for directions, making me feel that my head was still needed to direct the work, though my feet would never more carry me over the door-sill. Then she fitted up for me a large back room that overlooked most of the farm and had Silas, our head man, lift me up every morning and put me in a deep-cushioned chair by the window, where I could see the barn, the poultry-yard, the well, and the fields of waving corn and wheat. She made me feel my self of importance by giving me thus the mastery over my own little domain; and she brought up her own meals to eat with me in the room where my infirmity held me a prisoner.

She devised little dainty dishes to tempt me to eat; she put saucers of flowers on my table, that I might cheat myself into fancying I was out doors, as their perfume crept out on the air; she assured me, petted me, loved me, till even my misfortunes seemed blessings drawing us nearer together.

And when she was all the world to me, all that saved me from misery, John Hayes asked me to give him Ruth for his wife. I could have struck him dead when he stood before me, a young giant in strength, with his handsome sun-burnt face, glowing with health, and wanted to take away my one blessing, my only home child.

"I will be a true son to you, Mr. Martin," he said, earnestly. "I will never take Ruth from here; but let me come and share her life, and lift some of the burdens from her shoulders."

I laughed bitterly. I knew well what such sharing would be when Ruth had a husband, and perhaps children, to take her time and her love from me. But I was not harsh. I did not turn this suitor from my house, and bid him never speak to Ruth again, much as I longed to do it. I worked more cautiously. I let him go from me to Ruth; and when he left her and she came



to me, all rosy blushes, to tell me, with drooping lids and moist eyes, of her new happiness, I worked upon her love and her sense of duty till she believed herself a monster of ungrateful wickedness to think of leaving me or taking any divided duty upon her hands.

I wept, asked her if she could face her dead mother after deserting her helpless father. I pointed out to her the unceasing

life would not be out of place here. He is not by any means unknown in connection with the school, for he has acted in the capacity of sub-master since May 10, 1869. In his youth he fitted for Harvard College, but on the breaking out of the war he took his chances with that grand army that went forth to battle for the right. He enlisted in the 40th Massachusetts Infantry, and did gallant service. Three times he was wounded in engagements, the third and last time at the battle of Cold Harbor, June 3, 1864. It incapacitated him for further duty, and he was confined to the hospital for some time. As soon as he was able he took up teaching in Providence, and as above stated came to the Warren School May 18, 1869. The new sub-master is Edward Stickney, who only two weeks ago passed the examination. He was specially examined by the supervisors and passed very creditably. He came from the Carter school in Chelsea, and has been a long and experienced teacher. Sarah M. Chandler and Elizabeth Swords are the first assistants, and Ellen A. Pratt and Anna D. Dalton the second assistants. The third assistants are Mary F. Haire, Alice Hall, Abby E. Holt, Marietta F. Allen, Julia E. Harrington, Mary E. Pierce, Caroline W. Graves, Mary B. Lynde. Caroline E. Osgood has the primary class in this school, and John P. Swift is the janitor. The teachers in the Cross street school are Abby O. Varney, Josephine E. Copeland, and Alice M. Lyons is the janitor. The Meade street teachers are M. Josephine Smith, Cora A. Wiley, Effie C. Melvin and Abbie P. Richardson. The janitor is James Shute. The Common street school has only recently been transferred from the Harvard District. It has for teachers Elizabeth A. Pritchard, Agnes McGowan, Elizabeth R. Brower, and Alice T. Smith. William Holbrooke looks after the building. The Warren district is contained in the territory bounded by Mystic River, Meade and Mill streets to the Mill pond, Austin, Warren, Pleasant, Bartlett, Green, Bunker Hill and Webster street, back to the Mystic river.

## LOCAL INTELLIGENCE.

**VALUABLE PRESENTS TO THE EVERETT SCHOOL.**  
An interesting affair took place yesterday afternoon in the hall of the Everett schoolhouse. The hall was crowded with the parents and friends of the scholars, and a large number of prominent individuals occupied the platform, among whom were Mayor Lincoln, ex-Mayor Quincy, John D. Philbrick, Superintendent of Public Schools of Boston, Rev. W. H. Cudworth, Rev. Wm. Hague, besides School Superintendents from New Haven, Philadelphia and Baltimore. The services were under the direction of Rev. Mr. Waterston, the chairman of the sub-committee of the Everett School. After an introductory hymn, sung by the scholars, under charge of Prof. J. B. Sharland, Mr. Waterston welcomed the parents present for the purpose of witnessing the proficiency of their children. After some interesting remarks, he proceeded to uncover two pictures, which he had been requested to present to the Everett School by Mr. Edward Shippen, the Superintendent of Schools of Philadelphia. They were life-size "Silhouette" profiles of General and Mrs. Washington, taken from life, and originally the property of Mrs. Elizabeth Bordly Gibson. They came into possession of Mr. Shippen by purchase, and he had given them to the Everett School. They were inspected by the scholars and visitors, and many expressions of gratitude were tendered to Mr. Shippen for his generosity. An autograph poem by Professor Longfellow was also presented to the school. Mr. Waterston gave an interesting account of his visit to Springfield, Ill., and exhibited several autograph letters of President Lincoln. The scholars were afterwards addressed by Mayor Lincoln, Hon. Josiah Quincy, John D. Philbrick, Mr. Parish of New Haven and Rev. Dr. Hague.



# INDEX.

	Page
President's Report . . . . .	5
Treasurer's Account . . . . .	15
Superintendent's Second Semi-Annual Report . . . . .	17
Superintendent's Third Semi-Annual Report . . . . .	37
Primary Schools . . . . .	50
Intermediate Schools . . . . .	53
Grammar Schools . . . . .	54
Report on Bunker Hill School . . . . .	57
Report on Prescott School . . . . .	60
Report on Warren School . . . . .	62
Report on Winthrop School . . . . .	65
Report on Harvard School . . . . .	67
Report on High School . . . . .	70
Dedication Bunker Hill School-house . . . . .	81
Dedication Warren School-house . . . . .	95
Decision of the Court . . . . .	115
Grammar School Districts . . . . .	116
Primary School Districts . . . . .	117
Primary School Studies . . . . .	120
Grammar School Studies . . . . .	125
High School Studies . . . . .	130















